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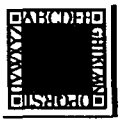

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Letters to the *Editor*

PH.D. FRAUD

Regarding David Kirp's report on the graduate-student strike at Berkeley, ["Union Blues," March/April 1993], I believe that we should all support the demands of teaching assistants for unionization and equity in compensation, so that they will become so expensive that they might be got rid of altogether and replaced with full-time faculty.

I am certainly not without sympathy for the oppressed and exploited condition of T.A.'s. But the T.A. system has become a national scandal. The teaching assistantship has evolved from a proper and desirable device for providing academic preprofessionals with teaching experience to one of reducing the costs of undergraduate education with scab labor that clogs academic job opportunities. Many graduate programs exist exclusively to provide this cheap teaching labor; although they are overproducing Ph.D.'s, they cannot be cut back because they are deficit reducing.

In my field of German, graduate programs are packed with students from German-speaking countries who are lured here as T.A.'s, even though the majority of them will never obtain a regular academic appointment either here or in their homeland. They besiege every advertised position by the hundreds, and there is some evidence that they demoralize American-born aspirants to scholarly careers in the Germanic field. The system is bad for undergraduates, who are subjected to enthusiastic and conscientious, but often inexperienced and unmonitored, instruction; it is bad for graduate students, who are victimized by fraudulent prospects of career opportunities; it is bad for scholars, who cannot find a footing on the academic ladder; and it is bad for our culture and civilization, which is being bled by the budget cutters.

I am persuaded that the only way to reform this situation is to encourage T.A.'s in their notion that they are faculty members and term employees, so that they can be abolished when they actually achieve that status. Somehow our country must be obliged either to meet the costs of education without delusory stratagems or to put its unwillingness to do so on the public record.

Jeffrey L. Sammons, *Professor of German, Yale University*

GIFT HORSES EXAMINED

Anyone who cares about the problem of "skanky" fund-raising ["The Dirty Dozen," March/April 1993]— or fund-raising generally—in academe would do well to consult Kathleen Kelly's *Fundraising and Public Relations: A Critical Analysis* (Erlbaum, 1991). In this groundbreaking book, Kelly clearly sets forth the danger of losing institutional autonomy as a consequence of fund-raising, and she cites a number of the compromising episodes covered in Liza Mundy's article.

Kelly argues that fund-raising should enhance an organization's autonomy: that is, its ability to pursue internally determined goals. Donors and institutions should work reciprocally—"symmetrically," as Kelly puts it—to increase the resources and viability of the institution. Gifts that threaten to infringe on organizational autonomy should be discussed with potential donors and, if possible, brought into line with institutional priorities. If that is not possible, such gifts should be rejected.

Donors and fund-raisers should not determine what universities do. That decision belongs to the academic leadership, and we should make certain that the giving process is managed in a way that is both ethical and protective of our institutions.

Kelly reminds us of Justice Felix Frankfurter's four essential freedoms of the university: "To determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study." These freedoms should not be compromised for money.

Victoria Steele, *Librarian, Department of Special Collections, University of Southern California*

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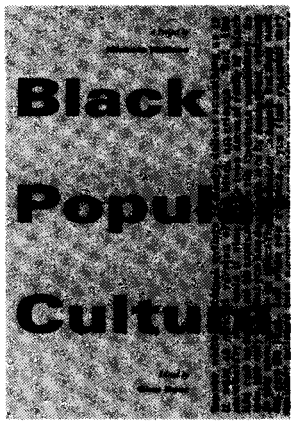

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—Patricia J. Williams

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Field *Notes*

GLORIA IN EXCELSIS DATA

IT'S BEEN AGES SINCE MONKS were on the cutting edge of data technology. Gutenberg's movable type left them in the dust, and anyone with CD-ROM capability is bound to scoff at the idea that preserving texts should be the work of cowled monks with plumed pens. Xerox exploited the quaintness of monkish labor with a famous television commercial: Inside the stone walls of a medieval monastery a pleasantly plump cleric, tonsured and berobed, duplicates posthaste a massive manuscript—using a photocopy machine. The tag line, piously intoned: "It's a miracle."

But the monks are back. Two decades after the Xerox ad and seven centuries after the glory days of manuscript illumination, in Trappist monasteries in Virginia, North Carolina, and Kentucky, they're toiling away in the greenish glow of the computer screen. They're creating an electronic index to Johns Hopkins Medical School archives, and though proselytizing isn't part of the Benedictine brief, they're also busy with a *retrospective conversion*—creating a card catalogue database, in laymen's terms—of Yale's undergraduate library.

A miracle? More like a match made in heaven. And the man who introduced these latter-day monks to latter-day methods of text capture, processing, and storage—their *intercessor*—is Edward M. Leonard, a former computer company executive. Two years ago he was hired by the Order of Cistercians of the Strict Observance (a.k.a. Trappists) at Holy Cross Abbey in Berryville, Virginia, to design software for their fruitcake mail-order business. He ended up founding the Electronic Scriptorium, Ltd., a company that links the monks with the academic institutions they favor as clients. His inspiration came from Brother Benedict of Holy Cross, who revealed to him a truth so elegant in its simplicity that Leonard quit his corporate job to dwell in its light: Monks are a superior and underutilized labor pool. As Brother Benedict points out, "Working with data, albeit differently considered, has long been a part of our tradition."

As luck would have it, Benedictine monks are required to perform some manual labor, not just because the rule of Saint Benedict calls for *opus manua* but also to sustain the monastery. (The Trappist order is a Benedictine offshoot.) Like many Trappist communities, Holy Cross sells fruitcakes—25,000 a year—through the mail. But making fruitcakes, a low profit-margin business, is more physically taxing than it might sound. Besides, since not many people want to eat the stuff outside of the Christmas season, the shipping operation is dormant for most of the year. In short, it seemed time to diversify, and Brother Benedict foresaw an electronic future.

So does Brother Benjamin of the Gethsemani Abbey near New Haven, Kentucky, whom Leonard describes as "one of the most brilliant database designers I've met." For the past ten months, Brother Benjamin—who, with his running shoes, hooded sweatshirt, and wire-rimmed glasses, looks more like a ninth-year graduate student or a sloppy assistant professor than a nineteen-year member of a monastic order—has been writing the program that will rationalize access to vast medical archives at Johns Hopkins. His office at Gethsemani is upstairs in a rebuilt turn-of-the-century barn that smells of curdled milk. (In addition to software and fruitcake, the Gethsemani monks also produce cheese.)

Brother Benjamin has no formal training in computer programming. Before he was asked to enhance and expand Gethsemani's computerized mail order business, the Abbot had him working in the kitchen for three years. But he is quite persuasive when he explains why he and his brethren are ideally suited to their new venture: "Because of the

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nature of our lifestyle—we're not inundated by television and radio music, and there's no drugs or alcohol—we can produce better quality work." If this sounds like a sales pitch, remember that all Benedictine monks take a vow of poverty, which takes the punch out of the profit motive. That doesn't mean they're a cut-rate outfit, though. Ethical qualms keep the monks from underselling the competition. They wouldn't want to drive anyone out of business.

There is, however, one problem with monks as a labor force, a drawback that might be deduced from the Benedictine motto, *ora et labora*—that's *prayer* and work. "We tend to wander off," Brother Benedict confesses. "We meditate, that sort of thing. This is not a wage-controlled affair."

—*Adam Begley*

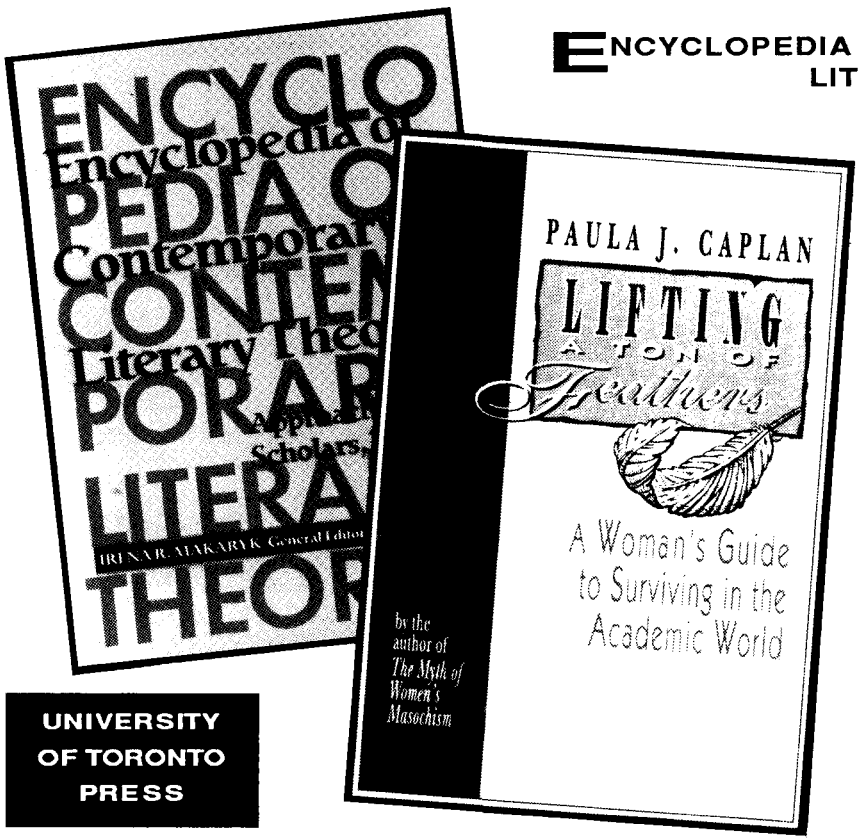
TUNNEL LOVE

AMELIA EARHART RISKED parboiling in them; janitors apparently undress in them; everybody knows someone who knows someone who died in one, and worst of all...they're all around you.

They're the underground tunnels at your university, home to campus heating ducts, gas piping, and, it would seem, a few other things besides.

MIT is famous for having made "tunneling" a virtual prerequisite course. "It's rumored that there's a secret society that guides freshmen through the tunnels at two in the morning, an initiation thing," says Kara Scheiderman, a researcher at the MIT Museum. "We have no documentation, but we believe these may be the same people who put a cow on the roof of one of the buildings."

Students at Duke University have made tunneling a (again, unsanctioned) matriculation requirement, according to a highly placed—if slightly embarrassed—official at the school. "Apparently for the past ten to twelve years, there have been four things you need to do before graduating," the official says. "Drive around a circular driveway backward, climb to the top of the dome on the east campus, make love in the Duke gardens, and



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Field *Notes*

go tunneling." Adds the official (a former Duke undergraduate) hastily: "That's what they claim."

Some tunnel rituals are destined to remain a mystery. Heidi Lefer, Wesleyan University, class of '86, says, "A friend of mine saw a bunch of frat men carrying bottles of liquor and tennis rackets into a tunnel...then, later, she was walking down the street and a manhole cover popped open. The same guys with tennis rackets came out yelling, 'Get the hell out of here!' We never did figure it out, although the liquor was gone."

At other universities tunneling is less a prerequisite than an addiction. At the University of Iowa, the habit has become so pervasive that the *Daily Iowan* recently devoted an article to the subject—sans last names, AA style. Jeff said he does it because "it's kind of an exciting feeling...a totally different world." Molly does it because "it's against the law. It's dangerous." A less-than-existential discovery made by Scott while tunneling: "Ways into the basements of university buildings." A debatably existential discovery made by a tunneling Chris: "A pair of janitor's pants."

Was a tunnel beneath land on which Middlebury College now sits once a part of the underground railroad? Maybe. Was a music building left out of the extensive Wesleyan tunnel system because its designers wanted to watch snooty music majors trudge through the snow with their instruments? Doubtful. Did Amelia Earhart first demonstrate her flair for adventure by exploring Columbia University's underground passageways? Yes. Despite the best efforts of Brown University officials—which have included installing cement blocks and soldering doors shut—will students continue to brave tunnels and trapdoors to gain access to both the forbidden heights of Carrie Tower and the coveted dishware of the underground Andrews Dining Hall? Bet on it. And did people ever die in the tunnels at Oregon's Reed College and the University of Iowa?

"Well," says one fed-up Iowa official, sounding almost hopeful, "if the expansion joints blew down there, someone could certainly get parboiled."

—Cynthia Fox

BEDSIDE MANNER

FOR SHEER PUBLISHING CHUTZPAH (*PACE* ALAN DERSHOWITZ), NOTHING CAN BEAT THE deadpan advertisement in the Spring 1993 catalogue of the University Press of New England for its paperback edition of *Ethics at the Bedside.* According to the notice, the editor of this collection of readings, Dr. Charles M. Culver, was "recently chair of the Ethics Advisory Committee at Mary Hitchcock Memorial Hospital in Hanover, NH, and professor in psychiatry and medical ethics at Dartmouth College and in law at Vermont Law School." But, the copy adds coyly, he "currently lives in Argentina." All true enough, but what the catalogue neglects to mention is the reason Dr. Culver—once dubbed "Captain Ethics" for his work as a "pioneer practitioner" of medical ethics—might have sought the same asylum Dr. Mengele once did.

Dr. Charles M. Culver, it turns out, had been working both sides of the frontier of medical ethics, with the result that he was expelled by the American Psychiatric Association last December for having "a personal relationship develop with a patient that was inconsistent with an effective therapeutic relationship." Expulsion effectively ended Culver's professional career in the United States, since no state will license his practice. The University Press of New England, however, seems reluctant to get out of bed with the good doctor. Rationalizing its decision to go ahead with the unaltered but extremely soft bound edition of Culver's book, the head of the press told *The New York Times*: "While Dr. Culver's behavior, as described by the American Psychiatric Association, is certainly reprehensible, it does not vitiate his substantial contributions to the field." Not at all.

—R.J. Lambrose

THE JUNKET GYM

WHO SAYS GYM TEACHERS can't think on their feet? At the University of Massachusetts at Amherst, professors in the physical education department, apparently unperturbed by campuswide belt tightening, have developed some creative ways to pump up their expense accounts.

According to the Springfield, Massachusetts, *Union-News,* which was spurred to investigate after a state probe last summer into the department's spending practices, one scam went like this: Former phys ed dean David Bischoff billed UMass for restaurant and hotel expenses racked up on a 1991 trip to New York City, claiming in his expense report that he'd consulted with engineer David Geiger about UMass's new sports arena. Perhaps distracted by the fine cuisine, Bischoff didn't see fit to mention that his lunch companion had been

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dead for two years.

Frank Katch, another UMass phys ed prof—excuse us, the university calls them exercise science professors—was also subject to the state's scrutiny. In 1988 Katch made a Christmas trip home to Los Angeles and charged his expenses to the university. The reason for the $1,060 adventure? He needed to use the UCLA library. Guess he forgot that in addition to his own university, Harvard, MIT, and Yale all have libraries every bit as good— and a little bit closer to home. Or that UMass has a book-swapping program with—among other libraries—UCLA's.

ROAD WARRIORS

NOT SO LONG AGO AMERICAN lit crits were accustomed to following the vicissitudes of their careers on that great stock ticker of academia, the *Arts & Humanities Citation Index*. Like so many hopeful Tinker Bells, they could feel themselves materialize and dematerialize as their colleagues clapped their hands (or, more accurately, their footnotes) for them in the margins (or better yet, in the text of their own work). But what self-respecting scholars would put up with the unbearable heaviness of the *Citation Index* and its dog-eared supplements when they could instead call up NEXIS from the comfort of their home computers and immediately tap into its spreadsheet of contemporary celebrity—what might best be called the Media Cite Quotient? In other words, why worry about *ELH* when there's *GQ*?

What, then, do the just released 1992 rankings reveal? A few surprises, but not many. Penn's Houston Baker Jr., last year's prez of the MLA, netted a mere two citations, while Duke's Stanley Fish (he of *The New York Times Magazine*'s "Souped-Up Scholar" spread) managed only twenty-four mentions—a mere drop in the tank of his new Jaguar compared with the robust 149 citations racked up by his former colleague, Henry Louis Gates Jr., now director of Afro-American Studies at Harvard. Jeez, Stan, all that roadwork with Dinesh D'Souza for nothing.

The fact is, though, that all these men are eating Camille Paglia's dust. With a stunning total of 297 citations, Paglia pretty much outdistanced all her col-

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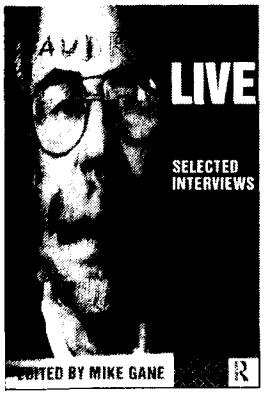

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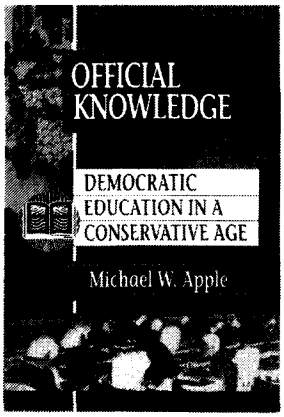

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Field *Notes*

leagues, not to mention the MLA itself. From *Charlie Rose* to *60 Minutes*, from *The New York Times Magazine* (Hyped Up Scholar?) to *Playboy*, the media could not get enough of Paglia, nor she of herself for that matter. Just this past February, *Spy* gave La Dame aux Camillias her own advice column in which to inveigh against the "feminist dogma" on date rape.

All this is nothing, though, compared with the current plans of the recently formed American Transportation Television Network (ATTN), the so-called Truckers' Channel, which is proposing to beam six hours of daily programming to truck stops across the country. Just recently ATTN chairman Steve Cohen announced plans for *Man to Man*, "a talk show for the modern driver" that will include guests like Robert Bly and Paglia. So, for those guys who want to get a handle on their sexual personae, they will soon be able to park their rigs at their favorite truck stop, grab a cup of java, check out *Man to Man*, and, with luck, buy themselves an extra-large Iron Man and Maiden T-shirt. Talk about citations.

—*R.J. Lambrose*

WRIST WATCH

WRITING MAY BE RISKY FOR one's morale, but it's not usually considered dangerous to one's health. Some professors of journalism, however, are finding otherwise. Like canaries sent into an untested coal mine, they're among the first academics to succumb to the trendiest hazard of our time—repetitive stress injury, or RSI—a condition whose high profile in glossy magazines is matched only by its ability to cripple hands and, as a result, careers.

"It's a real problem, and it's one that people don't want to talk about," says Nancy Beth Jackson, a junior professor at the University of Missouri School of Journalism. Jackson, who has undergone two operations on hands nearly crippled by carpal tunnel syndrome (a type of RSI that afflicts the nerves of the wrist), fears she will lose her upcoming tenure bid because of the condition.

Repetitive stress injury has emerged as the black lung of the white-collar office, currently accounting for a whopping 56 percent of all work-related illnesses in the United States and costing employers $20 bil-

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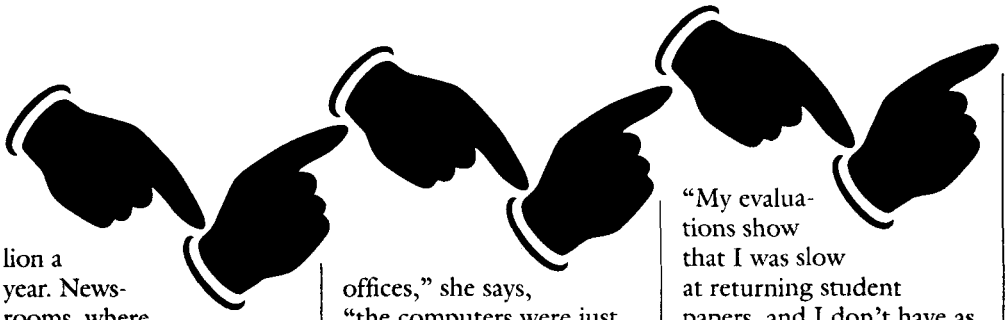

lion a year. Newsrooms, where reporters and editors on deadline pound away at VDT terminals for hours, have been especially hard hit. And now RSI is moving upstream to journalism schools. According to Birgit Wassmuth, another University of Missouri journalism professor afflicted with RSI, some half dozen professors at the school have complained to her of computer-related pain.

Among academics, journalism professors may be particularly prone to RSI, coming to the university as they often do after years spent working as professional reporters. But there are signs that RSI is becoming a campuswide phenomenon, affecting both students and professors. "We are currently getting reports of [RSI] from all over the university, not just the journalism school," says Lynne Bejoian, Columbia University's director of student affairs.

Nancy Jackson is convinced she developed carpal tunnel syndrome from typing on the Missouri journalism school's computers, unveiled with a great huzzah in 1989, her second year of teaching. Terminals in classrooms may be carefully engineered for safe use, with adjustable-height chairs and desks, but "in faculty offices," she says, "the computers were just plopped down on top of ordinary desks. I couldn't even find an adjustable chair—I eventually had to swipe one."

Her RSI developed in a typical fashion—a slight ache and numbness in the hands that eventually turned to pain so great she could no longer pick up a sandwich. Even after two operations, she has had to refuse to teach the most computer-intensive of her courses, and thinks that tenure will be denied her. "My evaluations show that I was slow at returning student papers, and I don't have as many publications as I might," she says. "Of course I was slow—my hands didn't work." Zoe Smith, chairman of the J-school's editorial department, notes cautiously that "tenure situations are complicated, and there's no one disease that's a reason for someone not getting promoted and tenured." (There are no federal or state safety laws that require universities or other employers to protect against RSI, although the new Americans with Disabilities Act does require them to make "reasonable accommodations" for the hiring and retaining of disabled workers. Stay tuned for disgruntled, RSI-ridden faculty taking legal action.)

At least two professors at Columbia's Graduate School of Journalism have developed RSI, although not from work done at the school. Last fall they talked to their classes about their condition, but the J-school's dean, Joan Konner, has now ordered them to keep quiet because she believes the discussions contributed to a rash of what she calls "psychosomatic" cases of RSI among this year's students. Says Konner: "[They] just fanned the flames."

—*Sue Young Wilson*

THE PRICE OF FAME

Speaking of Camille: If you thought it was hard to get top Hollywood agent Mike Ovitz on the phone, you haven't encountered Professor Paglia's answering machine. Pity the poor talk-show booker who puts in a call to Hurricane Camille, only to hear the following message, intoned in a crisp, male voice:

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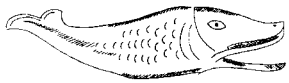
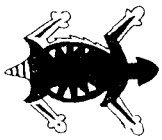
BREAKTHROUGH BOOKS FOLKLORE



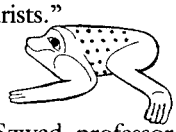
We asked five experts on folklore to tell us about the most provocative books published in their field in the last few years. Here are their responses.



Barbara Kirshenblatt-Gimblett, chairwoman of the performance studies department at New York University; past president of the American Folklore Society; editor of *Speech Play: Research and Resources for the Study of Linguistic Creativity* (1976).

Kirshenblatt-Gimblett likes books "that challenge folklore as a disciplinary subject." ***Chaseworld: Fox-hunting and Storytelling in New Jersey's Pine Barrens,*** by **Mary Hufford** (University of Pennsylvania Press, 1992), she says, "takes on a 'classic' folklore subject—one that deals with traditional stories, and is about a small world—and does a brilliant and unusual analysis. Hufford's subject is working-class fox hunters who use pickup trucks and CB's to follow the hunt. She writes like a novelist—the book is the story *she* tells about *their* stories."

Kirshenblatt-Gimblett also recommends **John Dorst**'s ***The Written Suburb: An American Site, an Ethnographic Dilemma*** (University of Pennsylvania Press, 1989), a "subversive" and "postmodern" work about the town of Chadds Ford, Pennsylvania. "The book considers 'Wyeth country'—what kind of place it is and how it is constituted—but without *documenting* it," she says. "Rather, Dorst asks questions about how the place represents itself to itself and to tourists."



John Szwed, professor of anthropology, Afro-American studies, American studies, and music at Yale University.

Szwed, a pop music fan, is partial to books that explore both folklore and music: "Folklore was originally about aural cultures, so pop music falls naturally in its province."

Szwed praises ***Origins of Popular Style: The Antecedents of Twentieth-Century Popular Music,*** by **Peter Van Der Merwe** (Oxford University Press, 1989), a "subversive and difficult" survey of the origins of twentieth-century music that, he says, "ignores the lines between high and low; folk, classical, and pop; European and African cultures. Haydn and Mozart emerge as pop appropriators, and Elvis comes off as the legitimate heir to the blues."

Wolfgang Mieder, professor of folklore and German at the University of Vermont; author of *As Sweet as Apple Cider: Vermont Expressions* (1983).

Mieder picks ***Folktales and Reality,*** by **Lutz Rohrich,** translated by Peter Tokofsky (Indiana University Press, 1991), which addresses the relationship of folk narratives to historical truth. "Many fairy tales have gruesome themes," he says, "and Rohrich establishes the reality behind them, arguing that some of these fictions are forms of once-real tortures."

"Controversy, to me, makes a book," Mieder notes as he recommends **Alan Dundes**'s ***Life is Like a Chicken Coop Ladder: A Study of German National Character Through Folklore*** (Wayne State University Press, 1989). Tracing "the somewhat anal orientation of the Germanic people, as seen in a great many texts, from folk songs to proverbs to nursery rhymes," Dundes's work shows, Mieder says, how "that scatological fascination was used by the Nazi propaganda machine to degrade Jewish people."

Roger Abrahams, professor of folklore and folk life at the University of Pennsylvania; author of ***Afro-American Folktales: Stories From Black Traditions in the New World*** (1985).

According to Abrahams, folklore theory has recently been leaning toward "understanding how the material we've traditionally studied—tales, myths, and so forth—is produced in actual settings."

Rhetorics and Politics in Afghan Traditional Storytelling, by **Margaret Mills** (University of Pennsylvania Press, 1991), describes an evening of taletelling by the men of an Afghan tribal group and gives, says Abrahams, a "fascinating" picture of the "politics of storytelling [that] includes riddles, conversation, and comments from the peanut gallery."

David Wisnant, professor of folklore, Latin American studies, and English at the University of North Carolina, Chapel Hill; author of *Beautiful and Pleasant Land: The Politics of Culture in Nicaragua* (forthcoming).

Wisnant recommends two books, **Douglas Cole**'s ***Captured Heritage: The Scramble for Northwest Coast Artifacts*** (University of Washington Press, 1985) and **Jeanette Greenfield**'s ***The Return of Cultural Treasures*** (Columbia University Press, 1989), which, he says, "treat, in a very detailed and illuminating and *nuanced* way, processes about which folklorists increasingly are—and must be—concerned: the expropriation of cultural capital and its use by powerful nation-states for purposes of political legitimization, and then its repatriation, as a result of growing pressure from those from whom it was taken."

—Molly McQuade

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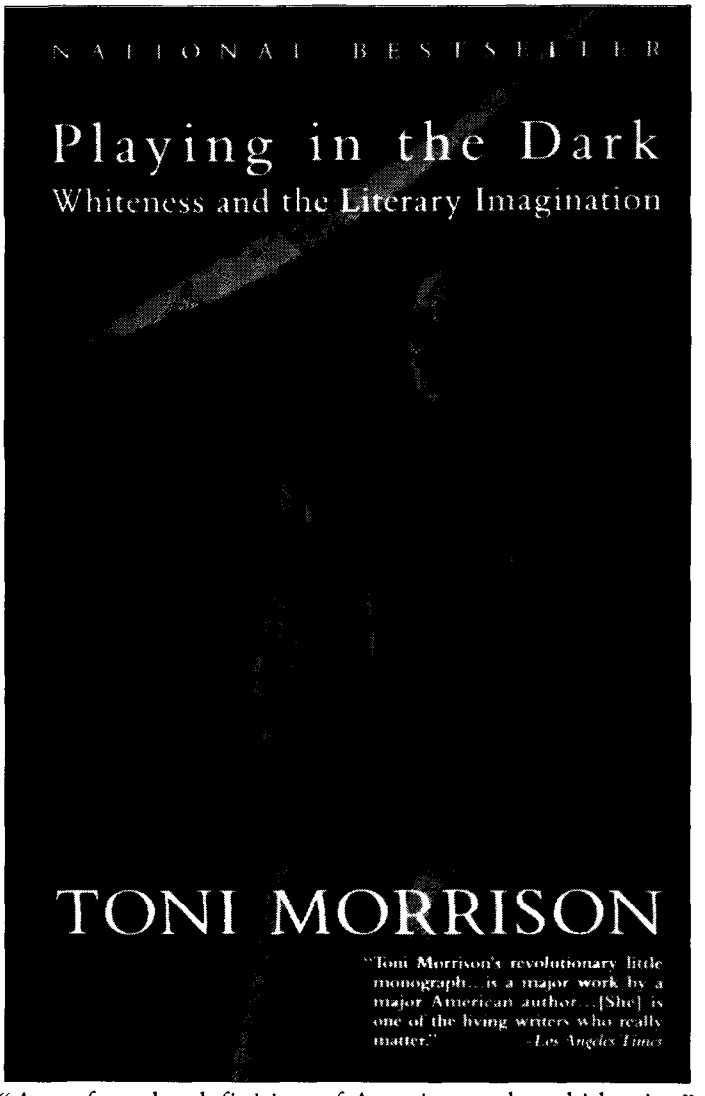
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Inside *Publishing*

GET ME REWRITE!

A Piece of Work: Five Writers Discuss Their Own Revisions affords something like the voyeuristic pleasure of glimpsing some famous beauty in her dawn's early dishabille. The book, which the University of Iowa Press will publish in May, is a collection of *Paris Review*–like interviews with a quintet of contemporary writers—Tobias Wolff, Tess Gallagher, Robert Coles, Joyce Carol Oates, and Donald Hall—who talk at length and in gritty detail about the writing and revision of one particular piece of their work. It's heartening to read about these tussles with a given word or narrative strategy—and still more so to see the rough drafts appended to each interview. All scrawled over and scratched out and generally marked with signs of struggle, they make the final version of the poem or essay or story under discussion look anything but inevitable. (They also remind us that *some* late twentieth-century writers, at least, continue to do much of their composing in longhand, obligingly leaving the kind of coffee-stained paper trails that end up in the British Museum.)

❧

A healthy antidote to "those legends of white-hot inspiration"—Coleridge sleepwalking, or Kerouac popping bennies

❧

"Part of what I hoped to do," says Jay Woodruff, who conceived the idea for the book and conducted the interviews, "is to show that writing is a *process*. It happens over time, it's rigorous work, and it isn't pretty." All of which is certainly borne out by the artifacts included in *A Piece of Work:* the pages on which Joyce Carol Oates has jotted down the events and themes of a projected story in curt, unpolished fragments; the sixteen versions of Donald Hall's poem "Ox Cart Man," before an editor's comments convinced him to lop off the last, too obvious stanza; the confessions of Tobias (*This Boy's Life*) Wolff, who says he might take two or three months to produce a first draft of a short story, then another three months to work it over, and adds, "If people knew how hard it was for me, they'd think I was crazy to be a writer."

Woodruff, who has taught writing at Harvard and the University of Iowa, hopes the book will serve as a healthy antidote to what he calls "those legends of white-hot inspiration"—the image of Coleridge, for example, sleepwalking to his desk to transcribe *Kubla Khan* from a dream, or Jack Kerouac popping Benzedrine to complete *On the Road* in one jittery sitting. "The [writing] process is extremely slow and takes many hours," says the prolific Joyce Carol Oates, adding irritably, "so I'm continually surprised by critics' assumptions that I write quickly and that it is somehow 'easy.'"

But much of Woodruff's book also pays tribute to what might be called the purgative pleasures of revision, to that stage when the writer, knowing he or she has at last gotten the meaning across, feels free to thin out the excess of detail and incident that seemed so essential the first time around. Almost reverently, Harvard psychologist Robert Coles describes the process as one in which "the writer [pares] things down and [gets] rid of blind spots and pretensions, which is part of what writing ought to be about for all of us, a form of learning a little bit of discipline, a little bit of self-restraint, a little bit of self-criticism, I guess."

ETHICAL CLEANSING

Say you are the editor of a soon-to-be-published scholarly book on the meaning of democracy. The project goes smoothly enough until you begin to hear some disturbing things about one of the contributors. Lately, it seems, he has emerged as the leading academic apologist for an international pariah, a politician blamed for promoting "ethnic cleansing" and for instigating the worst bloodshed in Europe since World War II. Do you ax this scholar's paper from the forthcoming book, risking charges of censorship, or

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include it without comment, suppressing your moral qualms?

That was precisely the dilemma political scientist Joseph Carens faced as he edited *Democracy and Possessive Individualism: The Intellectual Legacy of C. B. MacPherson*, to be published this August by the State University of New York Press. (The book brings together conference papers presented in honor of MacPherson, a political theorist and leading left-wing critic of classical liberalism.) Carens's problem contributor was a Serbian philosopher-turned-politico named Mihailo Markovic. A former dissident who'd been expelled from the University of Belgrade faculty in 1975 for his opposition to the Tito regime, Markovic was now on the side of those in power. In 1991, he left the United States, where he had held a tenured professorship at the University of Pennsylvania and had written several books on Marxist humanism, to return to Belgrade. There he joined forces with former Serbian Communists who had reinvented themselves as nationalists under the demagogic leadership of Slobodan Milosevic. For almost two years Markovic served as vice-president of Milosevic's party. He wrote the party platform. He defended—and still defends—ethnic cleansing, the policy of forcibly removing non-Serbs from regions Serbs claim for their own.

Throughout 1992, as Carens read more about the conduct of Serbian forces in Bosnia—the deliberate shelling of civilians, the apparently systematic rapes of Muslim women by Serbian soldiers—he grew increasingly uneasy about giving any kind of forum to an official of the Milosevic regime. True, Markovic's essay was concerned with worker self-management, not the current conflict in the former Yugoslavia. And true, Markovic had first presented the essay as a conference paper in 1989, almost two years before he assumed a leading role in Serbia's ruling party. But Carens, a professor of political science at the University of

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Inside *Publishing*

An eruption of moral passion and messy partisan politics in an otherwise temperate Festschrift

Toronto, wasn't at all sure he wanted to supply Markovic with further academic legitimation.

He began telling the other contributors to *Democracy and Possessive Individualism* that he was considering dropping the Serbian professor's essay from the book—an option, he later wrote, that he "thought of as a form of sanction and dissociation rather than censorship."

Carens also consulted with some twenty or thirty experts on Eastern Europe, "especially those who were sympathetic to Marxism," he explains now, "since Markovic had been saying that he and Serbia were the victims of capitalist propaganda. They confirmed and reinforced my view of his complicity with the Serbian government."

But the course Carens ultimately decided upon was neither to ban Markovic's essay from the book—which most of the other contributors said they *would* consider censorship—nor to ignore what he knew about the author. Instead, he wrote an editor's note calling attention to the discrepancy between Markovic's advocacy of a democratic socialism committed to human rights and his taking up of the cudgels for Serbia. He asked Markovic to fax in a response, and both pieces appear in *Democracy and Possessive Individualism*, immediately before the contested essay.

The effect is peculiar and impressive—an eruption of moral passion and messy partisan politics in the midst of an otherwise temperate Festschrift. Carens calls Markovic to task for not having joined one of the "democratic opposition parties" or peace movements in Serbia. For his part, Markovic disingenuously wonders whether "one Canadian [can] really have reliable evidence about events in the distant Balkans," and claims that the "biased" Western press has been disseminating "false horror stories" about Serbia. He continues: "The question, of course, is: Does not the fact that Serbia and Montenegro

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stayed socialist alone in Eastern Europe at least partly account for launching such a vicious media war and for imposing such cruel sanctions on its people?"

Carens concedes in his editor's note that some reports of Serbian atrocities "will doubtless prove false or exaggerated." But, he adds, "the basic picture of ethnic cleansing by Serbian forces has been supported by many different sources." And he has a question of his own: "If this were the late 1930s and I were editing a book on democratic theory and I learned that one of the contributors had served until recently as a high official in the Nazi party, would it be right for me to pass over that in silence, on the grounds that it was irrelevant or I did not know enough about what was going on in Nazi Germany to pass judgment? To me, the answer to this question was clearly 'No.'"

SOVIET SPORTSNIKS

It's not easy being a sports fan when you are also a leftist academic. The guys you play hoops with think the Frankfurt School is where hot dog vendors go to learn their trade. Your intellectual soul mates pride themselves on their ignorance of professional sports. And, as much as you love to scream yourself hoarse in the bleachers, you can't help seeing the urge to do so as a base, gladiatorial instinct skillfully manipulated by the forces of capital.

These painful contradictions were brought home to Robert Edelman soon after he joined the history faculty of the University of California at San Diego in 1972. A Russian specialist with affinities to the New Left, Edelman had been delighted to learn that one of his intellectual heroes, the eminent social theorist Herbert Marcuse, also taught at the university. One afternoon, just after he had heard that Julius Erving, then a rising young star of the basketball court, was to play a game in town, Edelman ran into Marcuse in the hall. "So, Herbert," he asked the older man eagerly, "are you going to see Dr. J?" Marcuse

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Inside *Publishing*

bristled. "Absolutely not," he replied in his clipped German accent. "Martin Jay comes to San Diego and nobody tells me?"

In his forthcoming book, *Serious Fun: A History of Spectator Sports in the U.S.S.R.*, which Oxford University Press will publish in May, Edelman analyzes sports fandom in terms even Marcuse might have loved. But it took him a while to come up with them. First, he wrote two weighty books on Russian and Ukrainian social history, *Gentry Politics on the Eve of the Russian Revolution: The Nationalist Party, 1907–1917* (1980) and *Proletarian Peasants: The Revolution of 1905 in Russia's Southwest* (1987). In his spare time, he covered the San Diego Clippers for the Associated Press, watched a lot of Soviet basketball at the Rand Institute when it began picking up TV broadcasts from the USSR, and translated for the Atlanta Hawks on their historic 1988 tour of the Soviet Union. Finally, in 1989, the year the Berlin Wall fell, he started work on *Serious Fun*, a book that has more to say than you might think about what led to that *annus mirabilis*.

Edelman argues that while the Soviet authorities clearly believed spectator sports had a didactic purpose—to make Stakhanovite heroes of the nation's athletes, for example, or to show off the virile obedience of its workers—Soviet fans proved strangely resistant to that project. As he puts it, Soviet citizens saw spectator sports "as an opportunity for pleasure and fun, an arena of unabashed male bonding, a chance to exhibit the joking cynicism and irony of all sports fans, and a place to idolize heroes of their own, not the state's, choosing."

And what about the image most Americans had of Soviet athletics—of that Olympic-medal-producing-machine, fueled by a collective obsession with minor, faintly ludicrous sports? According to Edelman, stuff like ice dancing and hammer throwing meant about

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as much to Soviet Joe Six-packs as they did to their American counterparts; the only games that ever drew large numbers of ticket-buying fans in the USSR were soccer and, after the Second World War, basketball and ice hockey. "Olympic sport was a creation of the state and could be molded regardless of the evolving tastes of the public," Edelman writes. "Spectator sports were different."

Ten years ago, when the strong state–weak society paradigm still got plenty of respect in Soviet studies, a book like *Serious Fun* would have seemed quixotic. Nobody spent much time examining popular culture or civil society in the Soviet Union for the simple reason that they weren't supposed to exist. How could they when the all-powerful state, impelled by seamless ideology and dictatorial will, had no use for such baubles? But that, of course, was before the country collapsed, and, as Edelman says, "it's now clear that the people who insisted the Soviet Union *wasn't* some perfectly fused, perfectly running machine following the dictates of Lenin were right." Increasingly, Soviet historians are looking at popular culture—the tastes of moviegoers, the subtly transgressive behavior of sports fans—for evidence of the cracks in the machine.

Among other things, this new direction makes studying the former Soviet Union, well, more fun. Edelman's extensive research, for example, included several months spent hanging out at the offices of *Sovetskii sport*, the leading sports daily. No, it wasn't his personal sports fantasy—"to have been the basketball coach for the Frankfurt School"—but it was close. "I was reading through all these old papers there," he says, "and I'd talk to a lot of the retired sportswriters who'd stop by the newspaper's morgue. I started going to games with the reporters and interviewing players in their dressing rooms afterward. It was kind of a male dream, Russian style."

—Margaret Talbot

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The *Periodical* Table

JOURNALESE

Theory and Reality Updates

Read it and weep. In the latest issue of *International Review of the Red Cross* (November/December 1992), Denise Plattner, a legal adviser with the International Committee of the Red Cross, delineates *jus gentium* regarding "the protection of displaced persons in non-international armed conflicts."

Undoubtedly well-meaning, Plattner leans toward chillingly legalistic prose, observing that "in situations of armed conflict, international human rights law and international humanitarian law are applied concurrently"—as if either gets applied at all these days. Imagine a Sarajevan reading the following passage: "The rules in Protocol II relating to military operations (Part IV) may be few in number, but their importance should not be underestimated, as Protocol II[16], for example, bans attacks

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The -iana sphere.

That is, the Twilight Zone of Nabokoviana, Rhysiana, Menckeniana, Sandiana, and so on -iana, a world of devotional scholarly journals dedicated to writers dead and deader (*James Joyce Quarterly, The Nabokovian, The Gissing Journal, The D. H. Lawrence Review, Bunyan Studies*), in which the splendidly bound commingles with the stapled, and glossy pages compete with stuff straight from the copier.

The -iana sphere is a world unlike any other in scholarly publishing. Advertisers go immediately for the gut, either boldly, like "Thomas HARDY COUNTRY Bitter" hawking its brew on the back cover of *The Thomas Hardy Journal*, or elegantly ("When in London on innumerable visits between 1892 and 1936," begins the full-page ad that greets readers of last fall's *Kipling Journal*, "Rudyard Kipling stayed at Brown's Hotel.... The Kipling Room, intimately associated with him, can be reserved....").

In turn, editors, when not strong-arming would-be contributors to cite the Sainted One's work in their essays—and it had better be the right edition—shamelessly impose their amateur snapshots on subscribers. Your very own university's periodicals room may contain cloudy shots of vacationing scholars following in "Conrad's Polish Footsteps" (see *Joseph Conrad Today*, the newsletter of the Joseph Conrad Society of America) or a Polaroid of the well-sated editors of *The Thomas Wolfe Review*, decompressing at a restaurant table. (For something a little closer to Annie Liebowitz, try the back cover of the Summer '90 *Horn of Plenty: Malcolm Cowley and His Generation*. It boasts an 8 1/2 by 11 inch publicity glossy of the late actor Jose Ferrer, sent unsolicited to the journal because he liked Cowley.)

AP Wide World Photos

The -iana sphere is a world where no detail's too small, no relic too musty, no tangent too remote—and no scoop too borderline—for placement in the reliquary. The Autumn '92 *Conradiana*, Texas Tech's triquarterly "Journal of Joseph Conrad Studies," invades tabloid territory with two grainy photos of Jane Anderson, a.k.a. "the only woman, apart from Conrad's wife Jessie, whom we know he slept with." Allied forces knew her as "Lady Haw-Haw," the Atlanta-born voice of Nazi propaganda from Berlin, indicted for treason by the United States in 1943. Like a slightly Edwardian *New York Post*, *Conradiana* confides that it obtained a microfilm of the photos, originally published in the *Atlanta Constitution* in 1946, from the F.B.I.

Bettmann/Hulton

Equally resourceful, *The Thomas Hardy Journal* (October '92) serves up an exclusive look at Gertrude Bugler, deceased August 6, 1992, at the age of 95—the last living friend of Hardy (a claim possibly undermined by an interview later in the same journal with another 95-year-old woman, who worked as Hardy's maid in 1912, thought he had "shifty eyes," and remembers him as an incorrigible womanizer).

So Tina Brown *isn't* quaking in her Ferragamos. But don't be too quick to dismiss these devotionals as, well, insufficiently timely. One charm of these journals is their editors' frequent musings on how time has confirmed the wisdom of everyone's embarking on the shared special interest. Typical is Françoise Massardier-Kenney, guest editor of a recent issue of *George Sand Studies*, on how its

The Bettmann Archive

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By Carlin Romano

new format, in the eleventh volume, "is an acknowledgment and a material sign of the legitimacy and importance of Sand studies." Atypical is Berkeley's Steven Botterill, who tweaks the self-involvement of the devotional mind in *Lectura Dantis* (Fall 1992) by quipping that if you survey mankind, "from China to Peru," you are "likely to find a large portion of it busily occupied in scribbling about Dante."

Devotionals, in short, form a market in which every stock is blue chip, and steadily on the rise. And why not, since it seems so to loyalists? They turn to their quarterlies, and the pages console them like friendly fun house mirrors. *The Henry James Review* is every bit as stiff (a staid lineup of articles, book reviews, and an index) as *The Thomas Wolfe Journal* is wild and reckless, with queries gathered under "Wolfe Calls," bibliography under "The Wolfe Pack," and all manner of Wolfe minutiae gathered under "Wolfe Trails" (including the fact that in 1978, "Reuben Tom of Mohegan, ME, won an honorable mention in Competition No. 323 of *The New York Magazine* [*sic*] involving epitaphs for celebrities. His entry for Thomas Wolfe: 'You can?').

Still, all share standard features. They celebrate anniversaries, report news, honor the deaths of fellow specialists with prominent up-front obituaries, arrange "walks" near hallowed ground (Hardy fans outpace everyone with their regular Dorset jaunts), and include a cherished image or line from the Sainted One on the cover (a butterfly on *The Nabokovian*; "Let us cultivate the Elian spirit of friendliness and humour" on *The Charles Lamb Bulletin*).

In the end, journals of the -iana sphere earn their keep and, perhaps, some corner of a periodicals room. On occasion, however, the whole reverential business can draw the wrong kind of crowd.

In the Fall '92 *Nabokovian*, E. Rivers of the University of Colorado alerts his fellow votaries to this passage from Anne Rivers Siddons' *Outer Banks*, a best-selling novel:

"Vladimir Nabokov began *Speak, Memory* with the words, 'The cradle rocks above an abyss.' When I read it years later, safe for the time being in a secret garden by the sea on Long Island, I cried. The man who had brought me there looked at me over his own book and smiled.

'Already?' he said. 'You just opened it.'

They were tears of kinship, and of vindication. It was like hearing the doctor say, 'You were right all along, and we were wrong. It isn't in your head. It's a real sickness. We apologize.' This Russian, himself an exile, had named the emptiness and shown me it was vividly and certainly there, under all our feet, and always had been. This Russian was a man who knew his way around an abyss. I might walk the abyss again, but from now on this Russian would walk with me, and had given me an entire company of fellow abyss walkers."

From the sublime to the abysmal.

HAIRY HOUNDS OF HEDONISM!

BACK IN 1990 AT THE COLLEGE OF WILLIAM AND Mary, a male student in Deborah Cameron's language-and-gender seminar volunteered that he and his pals once sat around and came up with 110 synonyms for "penis." A woman student shot back that she and her friends had risen to the same nontrivial dorm pursuit, though they scored only about 75.

Cameron, plainly a good academic, found her "interest was piqued by this exchange." So give a big hand to "Naming of Parts: Gender, Culture, and Terms for the Penis Among American College Students" (*American Speech: A Quarterly of Linguistic Usage*, Winter 1992), whose thesis naturally caresses Whorfian theories of language, Lakoff-Johnson paradigms of metaphor, and so on.

Some readers may prefer to cut to the appendix of 181 "Terms for the Penis," divided into "Authority Figures and Symbols" (e.g., Kimosabe, the mayor, hammer of the gods); "Personal Names" (e.g., John Thomas, Slick Rick, Eisenhower); "Implements, Tools and Machinery" (e.g., garden hose, lawn mower, capitalist tool); "Weapons of Warfare" (e.g., heat-seeking moisture missile, pink torpedo, pistol of love); and "Other" (hairy hound of hedonism), amid a host of fey categories. A clever journal editor would have perforated pages 379–81 for easy removal, but no matter.

Cameron, now affiliated with the University of Strathclyde (Scotland), never cracks a smile, though her reference to "the rather appealing word *tallywacker*" suggests she's susceptible to charm. Men, she reports, are "more interested in the naming game *qua* game," and their coinages reflect familiar cultural prescriptions for masculinity such as authority and power. Women shun the "chiefs, excellencies, hulks or rods of lordship," rejecting the "male conceptual schema" because they find the penis "endearing, ridiculous and occasionally disgusting, but not awe-inspiring or dangerous."

on the civilian population[17], prohibits the starvation of the civilian population[18], and attacks on objects indispensable to its survival[19], and Article 17 prohibits the displacement of the civilian population unless the security of the civilians involved or imperative military reasons so demand.[20]"

William Jefferson Braudel Might Have Made It

Let it be noted that the just published Winter '92 number of the *Arkansas Historical Quarterly*, containing its 850-item index to the previous year's volume, contains no mention of Bill Clinton, though it does manage to include Franz Boas, Thomas Kuhn, the Annales School, and Superman.

Department of Previously Uncaptured Insights

See Bruce Thomas Boehrer's "Captive Victors: Petrarchan Eroticism in Video Arcade Games," *Studies in Popular Culture*, XIV: 2 (1992).

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BUILDING A BETTER BEOWULF

THE NEW ASSAULT ON THE LIBERAL ARTS

BY PATRICIA KEAN

Continued from the cover

For years I'd been operating without a license, teaching English in a Catholic high school, armed only with a master's degree in the subject. On paper, state certification looked like a snap: just take four education courses, pass the National Teacher's Exam, and you're in. As I near the end of this quest for legitimacy, however, I find myself grappling with a monster nobody warned me about—a national education reform movement that is half Barney and half Grendel, a creature with the cuddly body of progressivism and the sharp teeth of capitalism.

During the past year I've listened quietly as education professors ballyhooed school reforms with a familiar Sixties ring—everything from cooperative group learning to student-centered, hands-on curricula. Progressives have wised up a bit since the open classroom went the way of the Great Society, I've noticed. They now embrace the bottom line with a zeal that can make aspiring teachers wonder if they've somehow wandered into Business 101. Buzzwords like "critical thinking," "problem-solving," "benchmarks," and "competencies" have become the mantras of education professionals, shiny, high-tech wrappers dressing up the pedagogical theories of the tie-dyed era.

"In the Sixties, everybody talked about making courses relevant," says Lyle Martens, Wisconsin's deputy state superintendent of public instruction. "But nobody understood then that what relevancy really meant was that the tasks that students perform must be related to the world of work."

As barriers between vocational and academic education fall, a curious hybrid called "applied learning" is emerging, stressing real-world pertinence for all subjects. But while applied learning seems likely to enhance math and science instruction, it strikes this English teacher as having a chilling effect on what's left of the liberal arts. And as schools reinvent themselves, change will inevitably work its way up the academic ladder. For universities, applied education will certainly mean mounting pressures to come down from the ivory tower and "get real"; for my professorial colleagues, it may also mean confronting class upon class of freshmen trained to write mean memos and deconstruct the densest of technical manuals, students who have earned their place in the halls of academe not by grades but by résumés. Prepare yourself, in other words, for a whole new generation trained to measure the liberal arts against yet another yardstick: workplace correctness.

The demand for work-related learning arises from undeniably ugly realities. Standardized test scores are plummeting; urban schools have become battle zones; and desperate educators are latching on to applied education as a way to increase motivation and stem skyrocketing dropout rates, particularly for students from low-income families who sometimes see little connection between their schools and their futures.

Business leaders have complained for

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years that public school graduates can neither read, write, add simple sums, nor manage to show up on time. Corporate benefactors, no longer satisfied to donate computers or participate in the "adopt-a-school" programs that proliferated during the Eighties, now demand that schools turn out a "product" that can meet the needs of industry.

The macro picture is bleaker still. With plants closing and profits falling, newly ascendant economists like Lester Thurow and Secretary of Labor Robert Reich point to apprenticeship systems thriving in Germany and Japan, and warn that unless the United States follows suit, the global economy will soon reduce us to virtual vassals of our technological betters.

Bill Clinton agrees. While governor of Arkansas, he created high school apprenticeships. He campaigned for president on the issue of lifelong learning, and he has made it clear that his Goals 2000: Educate America Act will advance the cause of applied learning by setting national standards for skills and allocating funds to develop apprenticeships throughout the country. Hillary Rodham Clinton even served on the commission that produced the 1988 "Forgotten Half" report, a document that helped focus attention on those not bound for college.

But as tycoons, educators, and political leaders clasp hands, the atmosphere of general euphoria obscures the real task the applied-ed team will have to undertake: rewriting John Cardinal Newman for a global economy in which "know-how" and not "knowledge" brings its own rewards.

And who's going to complain? Liberals are happy, and conservatives who gleefully skewer the PC movement are unlikely to take on the workplace correct. Cardinal Newman's truly radical notion that "knowledge is its own end" lacks a natural constituency, especially against the backdrop of economic emergency. After all, no one is suggesting that the liberal arts be dropped, merely that they be twisted into useful shapes. And the only elements lost in a hands-on, applied education are the very things that already tend to slip right through a student's fingers—

CARDINAL NEWMAN'S TRULY RADICAL NOTION THAT "KNOWLEDGE IS ITS OWN END" LACKS A NATURAL CONSTITUENCY, ESPECIALLY AGAINST THE BACKDROP OF ECONOMIC EMERGENCY.

beauty, pleasure, surprise, personal enlightenment and enrichment—the abstractions at the heart of the classic liberal-arts ideal.

For people who make a fetish out of "critical thinking," devotees of applied education tend to do very little. Yes, they concede, the "old" vocational education failed, but new utopias always seem to loom just over the horizon.

"What business leaders are saying now is that preparation for a job is not going to help anymore, because the jobs change too quickly and we need people who are flexible and well educated," says Stephen Hamilton, professor of human development at Cornell. "For me that means, 'Great, let's work together toward that goal.' People who are able to master that kind of work are going to be good citizens and committed family members and all the other types of things we'd like people to be."

High-skill, high-wage jobs held by crackerjack thinkers who vote and love their neighbors? What's not to like? But this breezy optimism hinges on some very dubious notions. One is that high technology leads to virtue, that the companies of the future are somehow going to be *nicer* than the money-grubbing ones we've got now—sort of like Ben and Jerry's, only with microchips instead of chocolate chunks.

But blithe as reformers are about business, they are also profoundly pessimistic about the young they purport to serve. The consensus is that unless the brain-dead MTV generation is actually taught how to think—via "problem solving" and "metacognition"—today's students will be tomorrow's postmodern pod-people, the industrial undead, slipping further and further behind their Japanese counterparts.

Even narrower than applied ed's view of youthful intelligence is its approach to how people learn. Reform advocates make use of cognitive science research, which holds that most students cannot transfer abstract information from one situation to another. Therefore, reformers argue, if workplace applications are to be learned, they must be explicitly taught—with all the subtlety of a whack to the head with a two-by-four.

The Bush labor department's SCANS (Secretary's Commission on Achieving Necessary Skills) reports, which have influenced reforms in a number of states over the past two years, provide an ample supply of lumber. In April 1992's installment, "Learning a Living," a panel of academics, educators, and CEOs from companies including IBM and TGI Friday's decried traditional schooling in terms progressives would love, blasting "teacher omniscience, student passivity and isolation, rigid disciplinary borders, and 'abstracted' knowledge and facts."

But the report moved swiftly to a more troubling criticism—that schools had failed to teach something called "SCANS Know-How," a series of personal and academic skills and "competencies" that range from "individual responsibility, self-esteem and self-management, sociability, and integrity" to the ability to "allocate time, money, materials, space, and staff." Moreover, the report complains, while the work-

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BEOWULF

place demands "reports, brochures, letters, memos, proposals, surveys, ad copy, and instructions," schools still stubbornly assign "essays, book reports, poetry, stories, research papers, and letters."

Behind this quest for thinking that is broad (yet narrow) and critical (yet compliant) lurks an ominous premonition: Applied education is poised to transform all of secondary education into a souped-up version of what was once called, in plain English, "shop."

Vocational education was born shortly after the turn of the century, when a rising tide of immigrants and the growth of industry swept away Horace Mann's democratic vision of a "common school," intended to offer all students the same academic curriculum, and replaced it with Frederick Taylor's factory model, replete with bells, whistles, and from-the-top-down bureaucracy. At the time, the three-track system—academic, general, and vocational—was considered a meritocratic way to prepare students for whatever future an impartial IQ score decreed.

John Dewey and the progressives emerged as the lonely voice of the opposition. Though he stressed the role of the manual arts in a liberal curriculum, Dewey believed that the chief end of a "child-centered education" was the production of active, democratic citizens, not cogs in the economic machine. But it was Dewey versus the industrial Goliath, and Goliath won. Over time, the father of all progressives would be derided as, among other things, an anti-intellectual, a communist, and a woolly headed dreamer. Dewey's ideas went underground, bobbing up in moments of social crisis, never quite making it into the mainstream. The progressive-education movement found its true home in fashionable alternative schools, where classrooms were set up in cooperative groups and curricula were organized around interdisciplinary themes.

The conflict did lead to jobs, of a sort. During the next six decades or so, a veritable cottage industry of liberal-minded gadflies sprang up to denounce traditional public schools for teaching not only the basics but also a "hidden curriculum" of rules, regulations, and behavior. This secret agenda was designed to oppress the masses and churn out a passive, unimaginative creature that education writer Philip W. Jackson dubbed the "Company Man."

Actually, there was plenty to criticize. In the public schools, the three-track system had become increasingly separate and unequal, with a nasty tendency to reproduce the social classes. Vocational education, says Morgan Lewis of Ohio State University's Center on Education and Training for Employment, evolved into a "holding ground for slow learners." According to Dan Hull, president of the Center for Occupational Research and Development, a nonprofit, Waco, Texas, company that creates applied curricula, vocational-ed classes were often taught by people who hadn't mastered academics but "who knew how to work a lathe and build bird cages and magazine racks." Similarly, the "general track," offering such infamous courses as "consumer math," became better known as "the path to nowhere."

In the good old days of U.S. industrial supremacy and bipolar politics, concentrating resources on the top quarter of students, who would go on to college and become scientists and engineers, made distinctly Darwinian sense. That those who languished in the bottom tracks tended to be poor and black or Hispanic only made them easier to ignore.

In the new world order, however, all bets are off. As Lester Thurow points out in his latest work, ***Head to Head: The Coming Economic Battle Among Japan, Europe, and America***, the road to success no longer lies in inventing products but in producing them cheaply. Japan figured that out and, like Germany, created an apprentice system to give low-track kids the high-tech skills necessary for production.

Management gurus say U.S. schools must now do the same thing: beef up the skills taught to non-college-bound students, enabling them to run complex machinery and make decisions on their own. Thus, in marked contrast to most earlier attempts at school reform, including the 1983 "Nation at Risk"

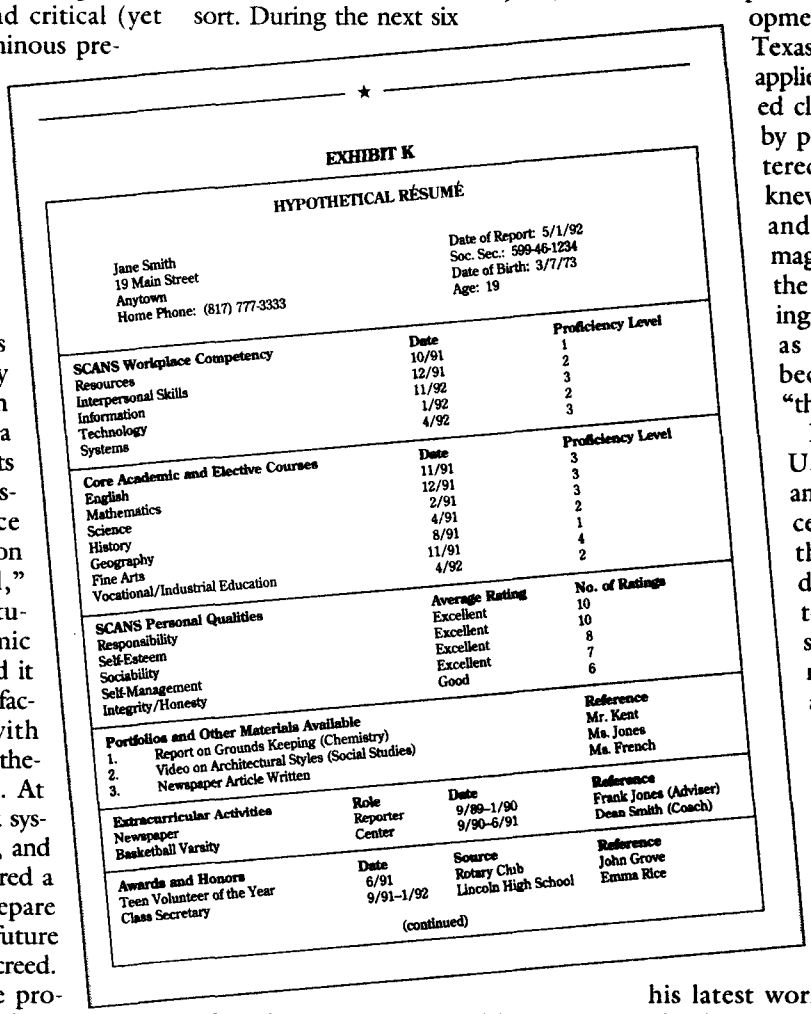

EXHIBIT K

HYPOTHETICAL RÉSUMÉ

Jane Smith
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Mathematics	12/91	3
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History	4/91	2
Geography	8/91	1
Fine Arts	11/91	4
Vocational/Industrial Education	4/92	2

SCANS Personal Qualities	Average Rating	No. of Ratings
Responsibility	Excellent	10
Self-Esteem	Excellent	10
Sociability	Excellent	8
Self-Management	Excellent	7
Integrity/Honesty	Good	6

Portfolios and Other Materials Available

		Reference
1.	Report on Grounds Keeping (Chemistry)	Mr. Kent
2.	Video on Architectural Styles (Social Studies)	Ms. Jones
3.	Newspaper Article Written	Ms. French

Extracurricular Activities	Role	Date	Reference
Newspaper	Reporter	9/89–1/90	Frank Jones (Adviser)
Basketball Varsity	Center	9/90–6/91	Dean Smith (Coach)

Awards and Honors	Date	Source	Reference
Teen Volunteer of the Year	6/91	Rotary Club	John Grove
Class Secretary	9/91–1/92	Lincoln High School	Emma Rice

(continued)

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crusade for "excellence," applied education makes the lowest tier of the three-tier system the model for the whole. Spurred by a new economic reality, educators and management strategists are once again taking seriously the Deweyan idea of learning through hands-on experience. But though they would deny it, their version of

WHERE DEWEY [redacted] SOUGHT WELL-ROUNDED [redacted] HUMAN BEINGS, TODAY'S [redacted] NEW DEWEYANS [redacted] SEEK WELL-ROUNDED [redacted] WORKERS. [redacted]

Deweyanism turns Dewey on his head. Where Dewey had sought well-rounded human beings, they're striving to produce well-prepared workers.

Under George Bush, the federal government began bankrolling vocational reform. In 1990 Congress reauthorized the three-decades-old Carl D. Perkins Vocational Education and Training Act, granting about a billion dollars a year to what was now being called "technical-professional" education. For the first time, federal money was specifically set aside to develop a "tech prep" option for those who would not be going on to a four-year college. Rather than teach a trade like carpentry, however, tech prep would simply combine academic subjects—math, English, even history—with "workplace" realities. The goal is to produce workers who can think independently enough to readapt whenever a new technology comes along.

Some states are following the federal lead by putting tech-prep into practice. Others are tinkering with apprenticeship programs similar to those in Europe. In any event, most states plan to banish lingering elements of the three-track system. Instead, younger students will all study together, until they are winnowed out at age sixteen. That's when they would earn what reformers are calling a "certificate of initial mastery" (CIM) that prepares them to make "life choices."

These choices would still mean a four-year college for some. Under tech prep, one's "life choice" might also lead to a final two years of intense high school study in the chosen field that would earn community college credit toward an associate's degree. Under the apprenticeship system, non-college-bound students would attend class for part of the week and hold down apprenticeships for the remainder.

Though details are sketchy, the Clinton administration seems likely to set forth a program that would combine apprenticeships and community college study, for what Robert Reich and Secretary of Education Richard Riley call a "seamless school-to-work transition."

Many states already have programs in

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place. Oregon will soon require all sixteen-year-olds to choose one of six career "endorsements," in fields like health and social services; it plans to begin granting CIMs in 1996. Wisconsin has made "Education for Employment" one of its statewide education standards and is currently working with task forces to integrate the workplace into the curriculum. The Southern Regional Education Board, based in Atlanta, has set up pilot programs in applied education in seventeen southern, midwestern, and northeastern states. California, Indiana, and Rhode Island are also considering variations on the same theme.

New York State would like to go even further. In late March of this year, education commissioner Thomas Sobol announced a plan to require all high school juniors and seniors to hold jobs before they receive their diplomas. The state's regents stopped short of making the changes statewide, but did vote to set up pilot programs that will begin as early as this fall.

Cities and even individual school districts are getting in on the act. Philadelphia's "academy" programs train students in fields ranging from health to horticulture. In Fort Worth, Texas, a project called C^3 ("Community, Corporations, Classrooms"), touted by SCANS, is underway, with applied learning at its core. And according to "Learning a Living," the Los Angeles Unified School District by 1994 plans to "warrant" that all of its graduates have attained SCANS "Know-How."

But the changes go much deeper than newfangled forms of teaching at the high school level. If students are to make informed career decisions, the thinking goes, they must be exposed to the world of work long before they are ready to enter it. As Boston school superintendent Lois Harrison-Jones told the *Globe*, "If we do it right, vocational education will be introduced in elementary schools at an awareness stage, in middle schools at an exploratory stage and continued into high schools at the decision-making period."

How do the liberal arts apply? Joyce Reinke, Oregon's assistant superintendent of the 21st Century Schools Council, believes that reading Shakespeare can spark an interest in a variety of careers, including architecture and medicine. Jane Miller, an Indianapolis English teacher who takes a "project-oriented approach" to Shakespeare, agrees. "I have some kids who hate English, but they're really into wood," she says. "So I let them make swords and shields." The Bard can also contribute to the cause of crisper interoffice communication. After her class finished reading *Julius Caesar*, the ultimate in hostile takeovers, Miller decided against assigning students "the same old composition on the same tired old subject." Instead, the class wrote "memos"—from Calphurnia to Portia, from Brutus to Cassius, and so forth. The only thing Shakespeare can't be used to teach anymore, oddly enough, is Shakespeare.

"I HAVE SOME KIDS WHO HATE ENGLISH BUT THEY'RE REALLY INTO WOOD," SAYS ONE ENGLISH TEACHER. "SO I LET THEM MAKE SWORDS AND SHIELDS."

Report cards may soon go the way of old-fashioned literary analysis. SCANS has suggested replacing them with résumés, and the Educational Testing Service, in conjunction with the National Association of Secondary School Principals, is already testing the idea. Student résumés might include such items as courses taken, grades, projects, work experience, and points earned toward a CIM. Because they'll also contain teacher ratings of students' personal qualities, says Tom Koerner, an official of the principals' group, colleges as well as potential employers may want to take a look.

A funny thing happens when report cards become résumés: grades become the least important of a student's achievements. According to Joe Kolinsky, a site administrator for Florida's Hillsborough County public schools who has been overseeing Worklink, a Tampa pilot program, it is teacher evaluations on criteria like "attendance, punctuality, and interacting with others" that really interest employers.

None of this would surprise Hannah Roditi, a former consultant on youth apprenticeship who wrote a *Newsday* op-ed piece last year describing her visits to "well-recognized work education programs and to the new breed of youth-apprenticeship programs" as "scary." Roditi recounted that at one St. Louis site, a business-dominated curriculum committee watered down the very math skills they claimed to be desperate for, on the grounds that students wouldn't use the information on the job. At the Bank of America's school-to-work program in San Francisco, she reported, students got high-tech experience by "pressing a button that takes photos of checks." Other companies refused to participate if subjects like "unions" appeared on the syllabus.

Reformers claim that in the brave new global economy, workers won't be able to get away with such passivity. Like it or not, management will have to wake up to the reality of employees making decisions at every level. Therefore, "technical-professional" pioneers argue, teachers ought to start behaving like the managers of the future, obligingly turning themselves into shadowy figures called "facilitators." Thomas Bailey, director of the Institute on Education and the Economy at Columbia University Teachers College, explains the idea this way: "As opposed to filling people up with information, you take the approach of having them find it themselves, construct their own education with guidance

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from you, as the coach who moves or fades from the scene as they take on competence."

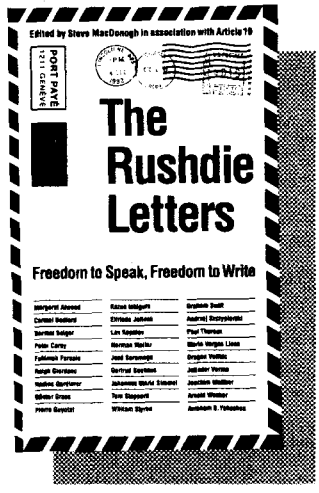
Lecturing, the theory goes, only leads to passive learning and the ultimate bogeyman—abstract thought. Teachers need to concentrate on giving students the "tools" necessary to create their own analysis. Dorothy Winchester, one of the creators of an applied-communications curriculum for the nonprofit Agency for Instructional Technology in Bloomington, Indiana, reports that "a lot of teachers still say, 'I know what's best. I know what my students need to learn, and I'll march them through it.'" An example of her solution: Facilitators should "teach students how to find the Cliffs Notes, because those are good advance organizers. That's the experts doing it quick and dirty for you."

It won't be long before the academy joins the applied-ed team. Holly Zanville, Oregon's associate vice-chancellor for academic affairs, says that school reform requires people at all levels of education to think of themselves as part of one educational system. "We can't divorce [ourselves from] higher ed," says Zanville. "That's part of waking everybody up, signaling that we're all going to be working together in ways we haven't in the past."

The initial jolt may be financial. As the tech-prep and apprenticeship initiatives catch on, universities already vying with one another for a shrinking pool of students may soon find they must also compete with community colleges. Newly revitalized, community colleges will not only recruit from, but virtually meld with, high schools. They will also be able to promise their graduates jobs with starting salaries well above those earned by graduates of four-year colleges.

And applied education is probably going to reduce the demand among future high school teachers for advanced degrees in all disciplines, except one—education. Pursuing an M.A. in a subject like English only tends to swell one's head with a lot of inert knowledge, otherwise known as book learnin'. Or, as one education professor told me, ever so gently, when I suggested that my grad school train-

To whom it may concern . . .



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ing might tempt me to pass on some hard-won knowledge to students, "Sometimes it's hard to let go of your ego and let others take center stage."

Professors will also be wondering how to keep students sitting in the audience after they've literally gotten their hands on their subject matter. "As we start talking about taking students trained as active learners and sending them on to college where it's more passive, it's critical that we change the emphasis on research and writing as the primary function of college professors," says Joyce Reinke.

Can academics make the grade as facilitators? Dorothy Winchester has her doubts. "I think that it is very difficult for college professors to change. They perceive themselves as experts, the founts of knowledge," she says, and sighs. "I would argue that if you teach students the tools they must use, they may be less interested in content in the university classroom. They might be bored, or not attend class at all, but they have the skills when it's time for that paper to come due or to give that report."

America's schools are clearly failing their students. And there's certainly room in the classroom for innovation, group work, and team teaching across disciplines. But the reform equation has it backward. Schools are plagued by too much reality, not too little. They are cramped, run-down, violent places. They repell the best and brightest teachers, who remain strangely unmoved by low wages and even lower status. They're the first institutions to feel the squeeze of municipal budget cuts, yet remain top-heavy with bureaucrats who yell "crisis" in overcrowded classrooms and run for the nearest task force.

When the open classroom leads to the office cubicle, the GNP may be served, but education is surely diminished. Students may write helpful memos to Bartleby (suggestion: next time the boss wants to increase your responsibilities, try saying, "I would prefer to") and even draft reports letting higher-ups know that young Holden remains sadly lacking in SCANS competencies. But as they calculate the distance between Gatsby's mansion and Daisy's green light, Fitzgerald's melancholy vision of "the dream...the orgiastic future that year by year recedes before us" gets lost somewhere in between.

Rather than assume that students' short attention spans have become biological imperatives or that those who have mastered essays cannot write memos, perhaps schools ought to fight the real enemy—low expectations. Cardinal Newman was no stranger to utilitarian critics who put intellectual pursuits to a relevancy test. Such an approach, he said, hit its target only because it "aimed low." But the "direct business" of knowledge, he argued, "is not to steel the soul against temptation or to console it in affliction, any more than to set the loom in motion or to direct the steam carriage." Instead of making "It's the economy, stupid" a self-fulfilling prophecy, modern educators might do well to heed his warning.

Patricia Kean has written for The New York Times, New York Newsday, *and* The Washington Monthly.

AN M.A. IN, SAY, ENGLISH ONLY LEADS TO A HEAD SWELLED WITH INERT KNOWLEDGE—A NO-NO FOR THE GOOD FACILITATOR

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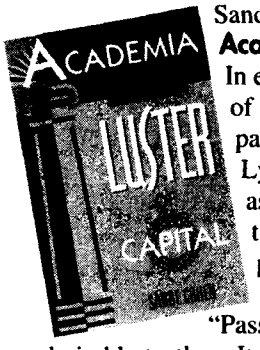

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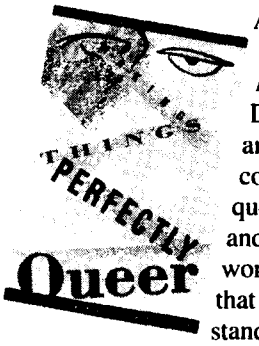

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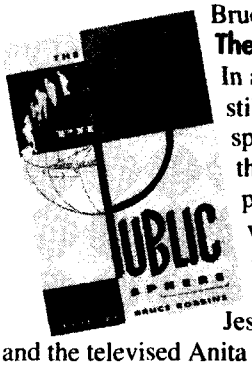

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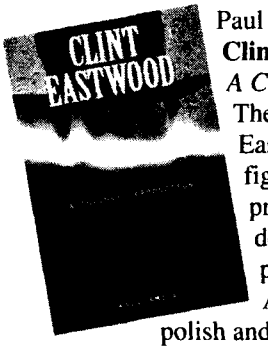

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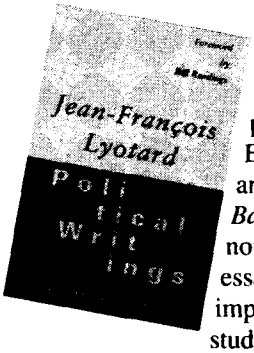

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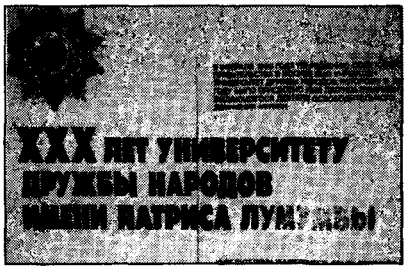

by Liesl Schillinger

Gennady Georgievich Sokolov can't help it. He can't help it that Patrice Lumumba People's Friendship University, the thirty-three-year-old Moscow institution where he began work as head of admissions fifteen years ago, no longer has any reason to exist. He can't help it that the Soviet practice of offering foreigners a free education—round-trip airfare, housing, and spending money included—vanished, along with the Communist Party on Christmas day, 1991. He can't help it that the remaining scholarship students have been left with obsolete expertise in Marxism-Leninism, uncompleted degrees, and monthly stipends too small to maintain them for a week. And he certainly cannot help it that, lately, foreign students have been taunted, beaten, chased, and even, on one occasion, killed by their Russian hosts.

"Nu, shto dyelat?—Well, what can we do?" Gennady Georgievich sighs, and coughs (he has a bad case of flu), and lights a French cigarette. "Of course it is hard for the students now. For all of us in Moscow it is harder than ever before. For me, for you, for all of us. You can see it on TV every night, on the news—there's bad news on every channel." Fifty years old, with a tweedy jacket, wire-rimmed glasses, and graying brown hair, a former Lumumba student himself, Gennady Georgievich does not look like an unsympathetic man. He sits in his modest office, surrounded by *suveniry* picked up on trips to some of the two hundred countries Lumumba matriculants have hailed from—a mat from Cyprus, a woodcut from Djibouti, a plaque from Columbia. Gennady Georgievich is clearly an internationalist at heart.

But he also clearly knows what he doesn't say—that as hard as life may be for Muscovites today, it is infinitely harder for foreign students stranded here. As Lebanese student Iusif Saade puts it, "Before the putsch, international friendship existed here. After, no." Ernesto Hernandez, a student from Ecuador, is more emphatic: "Russians shout at us now. They say, 'We are natives. You don't belong.' They complain that they feed us and that we take their jobs. They say we should go away, that we are parasites. If they don't think internationalism is a

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THE AVERAGE MONTHLY STUDENT STIPEND BUYS LITTLE MORE THAN A POUND OF SAUSAGE, A POUND OF

good thing, then why did they invite us in the first place?"

Patrice Lumumba People's Friendship University was once a more welcoming place. Founded in 1960 to train the best and the brightest students from former colonies and other developing nations, it soon became known around the world as a Marxist showpiece—an academic "It's a Small World" diorama meant to embody the virtues of global solidarity. It was the sort of place American cold warriors loved to cite when spouting warnings about Communism's pernicious spread. At Lumumba, hearts and minds were won with hard technical expertise and ideological importuning. Panamanians learned hydraulic engineering to prepare themselves to reclaim the canal; Cubans studied, among other things, nuclear physics.

The school got its name in 1961, after Patrice Lumumba, the premier of the Democratic Republic of Congo (now Zaire), was killed in what many suspected was a C.I.A.-led coup. And in a way, the school seemed designed to turn out the kinds of graduates who could trump the capitalist world's best intelligence networks. Lumumba's list of distinguished alumni reads like an international most-wanted list: Rohana Wijeweera, the head of Sri Lanka's People's Liberation Front, an organization devoted to stamping out the Tamils; Americo Mauro Araujo Ramirez, a top guerrilla leader in the Salvadoran Communist Party; Musavi Khoeiniha, Iran's "red mullah," who helped storm the U.S. embassy in Teheran in 1979 and maintains ties to Hezbollah. Even the notorious terrorist Carlos, a.k.a. Ilich Ramirez Sanchez, a.k.a. Carlos the Jackal, was a student here, before he went on to mastermind the abduction of most of OPEC's ministers in Vienna in 1975 and earn credit for random freelance terrorism in France, Germany, and Israel. Lumumba, in other words, was a KGB duck pond: Soviet intelligence officials picked out its most gifted and committed students for use as double agents, or *spetsagenty*, as they were known.

On the whole, though, students came to Lumumba to get an internationally recognized degree free of charge along with their anti-Westernism. "A lot of the students were here by chance," says Svetlana Igorevna Doronina, a young Russian teacher, as she stands in the drafty hall where students gather to sip coffee, smoke, and gossip. "Maybe a friend had approached them in their own country and said, 'Do you want to study in the USSR?' And they said, 'Sure. Why not?' There was no need for them to work hard here because they knew they would get their diploma no matter what."

Back in the Sixties and Seventies, when students arrived at Lumumba from various points on the globe, they found a university that was new and not yet overcrowded. The dormitory elevators worked, and there was hot water. Compared with a backdrop of, say, civil war in Zaire, Moscow looked pretty good. Food was available, living was cheap, and stipends were sufficient. Nearly all of the students were foreign-born, and the Soviet teachers and rare Soviet classmates treated their new guests respectfully, fearing to offend, hoping to instruct. "In the first years, in a class of ten students, there might be one Soviet," recalls Galina Fyodorovna Zhitkova, a pleasant, bespectacled woman who began teaching at Lumumba in its inaugural year. "We were polite." All foreign students arriving at the university were required to spend one preparatory year, unrelated to their course work, learning the Russian language. Those unable to master adequate Russian in a year's time were expelled, but the expulsion rate was not high and the course work was not overly challenging.

With the exception of the preparatory first year, none of this remains the case. The spiral of economic decline that has plagued the Commonwealth of Independent States ever since the Soviet machine broke down a year and a half ago has transformed the school entirely. Every week the value of the ruble drops, and university resources—from building maintenance to student stipends—suffer another blow. Misrak Sinishaw, an Ethiopian journalism student, says: "If you are a good student, you get 2,500 rubles a month. If you are average, 2,200. If you get bad marks, you get only 1,500. I get 2,500, and that is impossible to live on. I don't know what people who get less do." It's a good question: In Moscow today, two thousand rubles—about three dollars—buys a pound of sausage, a pound of cheese, and a pint of orange juice. To extend these meager rations over a month would take more than prudence; it would take sorcery. Foreign students generally lack the time and the know-how to scour the city for food, stand in line, and barter as the Muscovites do. Mostly they buy food at their dorms from self-styled entrepreneurs who inflate already exorbitant prices.

And hard times throughout the former Soviet Union have brought out hard truths about Russian attitudes toward dark-skinned foreigners. African, South American, and Asian students say that the true depth of unfriendly feeling is beginning to show through the curtain of rhetoric. Even Galina Fyodorovna, despite her thirty-three-year commitment to teaching foreigners, exhibits signs of compassion burn-out. "Earlier, all of us Soviet citizens thought we had to help educate, feed, and teach the foreigners because we thought, you know, 'This poor, cold Negro, he has no shoes, he has no one to help him,'" she says. "Of course, that has changed. The government used

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to give, give, give. No more. We used to say, 'Yes, give.' Now we say, 'Why?' My children don't have the opportunity to be flown abroad, fed, and taught for free. Why should they?"

Moreover, now that financial survival has replaced international friendship as its prime directive, the university has begun to think of ways in which to market itself. Its solid language instruction—especially in Russian—has become its chief selling point, and, ironically, rather than posit itself as a developing nation's only alternative to the imperialist Western university, the school now strives to recruit American and other Western students. Last fall the school's governing board discontinued the policy of admitting foreign students free of charge, though a grandfather clause protects those enrolled before 1992. They still study for free, as do students from the new Commonwealth of Independent States. But as of September 1, 1992, the entry ticket for new foreign students was no longer hearts and minds, but hard cash.

This leaves the current crop of foreign students out in the cold, and friction is already palpable between the new students who pay and the old students who don't. "Paying students get better facilities than scholarship students," says twenty-four-year-old Jagath Kuralatna, a skinny, serious medical student from Sri Lanka. (Jagath, who pays tuition, adds earnestly, "I think they should raise the stipends for the students who can't pay.")

Foreign nonpaying students now suffer the condescension not only of Russian students but, Jagath aside, of foreign students who pay and who consider themselves a notch above their predecessors. Part of their superior attitude stems from the school's rapid academic improvement. When asked about the education they have received, the students who enrolled before the demise of the USSR say it was *"normal-no."* Not good, just okay. The new students talk about their courses with enthusiasm. "We're catching up," says Vsevelod, a second-year philosophy student. "It used to be that when we studied foreign philosophers, all we studied was their name, date of birth, nationality. Now we study Adam Smith's *philosophy.*"

"If you can't take it, time to go home," remarks Mathias, a Namibian student, referring to the university's new standards. The tragedy is, many foreign students can't. Either they can't scrounge up the airfare home, or they're more afraid of unrest or repression in their own countries than of beatings or discrimination in Moscow. So they stay: hungry and hated, prisoners as much of history as of their own reduced circumstances. "Everything that happens at the university reflects what's happening in Russia," Ernesto Hernandez tells me."Racism and nationalism have come to Russia, and the university is a mirror of the society at large."

Jagath's parents were among Lumumba's earliest students, so he has an unusual perspective on the place. His father, who practices international law, and his mother, a doctor, have filled his head with images of what Lumumba was once like. "My parents were the first batch of students here in 1960," Jagath explains as he stands, bundled up in an anorak, scarf, and furry Russian hat in the school's frigid lobby. "My father is from Sri Lanka, and my mother is from Mauritius. They met and married here, and I myself was born in Moscow. All my life they told me nice things about the university, and so I wanted to come here." To Jagath, alarmed by the violent clashes in his country between Tamils and Sinhalese, Moscow and Lumumba seemed like the perfect refuge. He arrived two years ago, and though he was—and remains—happy with the quality of his education, he is otherwise appalled by the place.

For one thing, it was much grimmer than his parents' nostalgic accounts had led him to believe. Ten years ago Lumumba moved to a large new campus out beyond the last stop on the Arbat metro line. Even now the university is rarely included on local maps. Muscovites who use the Iugo-Zapadnaya subway station ten minutes away generally don't know where the campus is. From a distance, the main building, which resembles nothing so much as a giant, granite Lego set made up of gray blocks, is hard to discern against the washed-out sky. The university looks more like a tool-and-die factory than a place of learning.

The library is no more a clue to the university's function than the larger buildings: Chronically short of books, the "new arrivals" drawer in its card catalogue is empty, and the neatly labeled trays in the reading room's foreign-newspapers rack contain only one paper, a two-year-old *British Morning Star* ("Incorporating the Daily Worker for Peace & Socialism"). Its teaser: "PORN IN THE USSR."

The only signs of what the name Patrice Lumumba People's Friendship University used to stand for are a pastel map of the world, stamped on the stone wall above the entrance, and, in the main hall, an enlarged color photograph of twenty students—a

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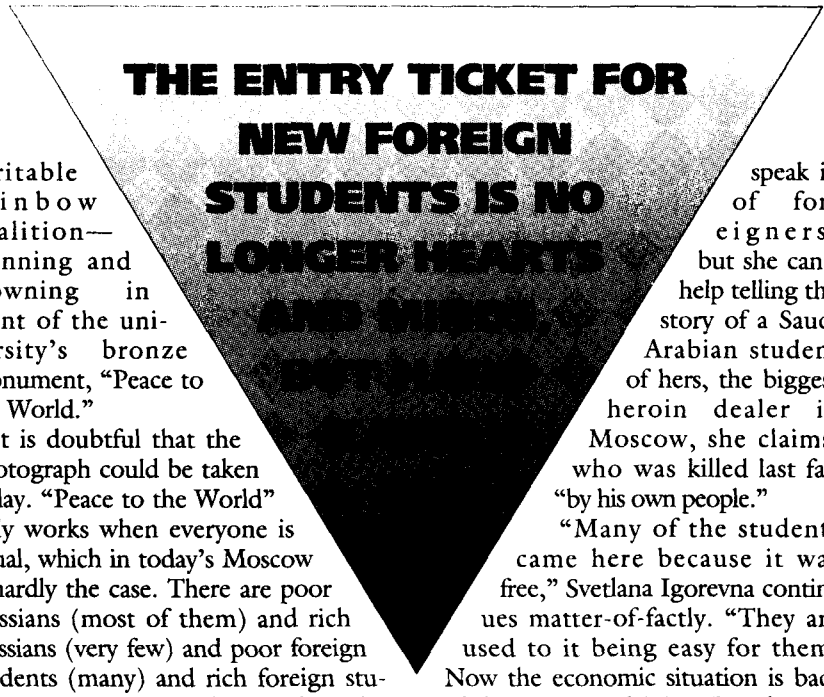

veritable rainbow coalition—grinning and clowning in front of the university's bronze monument, "Peace to the World."

It is doubtful that the photograph could be taken today. "Peace to the World" only works when everyone is equal, which in today's Moscow is hardly the case. There are poor Russians (most of them) and rich Russians (very few) and poor foreign students (many) and rich foreign students (some)—and herein lies the problem. Some students receive supplementary income from their country's embassy, and some dabble in Moscow's thriving black market. It is the difficulty in telling the truly needy foreign students from the wealthy ones that particularly irks Russians, and endangers even the most indigent students. "In any case, even the poor students are richer than the Russians," Gennady Georgievich claims. There are many stories, some of them no doubt true, about affluent, libertine students who pocket their stipends and live underworld lives, trafficking in narcotics, and these stories are told with relish by Russians and foreigners alike. "They drink vodka, go to restaurants, buy prostitutes and pay teachers for good grades," a Palestinian student tells me. "If a teacher gets fifteen thousand rubles a month, and a student offers him seven thousand for a *pyaty-orku* [the highest grade], how can the teachers pass it up?"

Rumor has it that Libyan students get a thousand dollars a month from their government, Saudi Arabian students a few hundred. Svetlana Igorevna, who has always had close friendships with her foreign students, especially those from India, and who is proud that many of her students write to her after they graduate, says that her Indian friends receive between two and three hundred dollars a month from their embassy. She doesn't want to speak ill of foreigners, but she can't help telling the story of a Saudi Arabian student of hers, the biggest heroin dealer in Moscow, she claims, who was killed last fall "by his own people."

"Many of the students came here because it was free," Svetlana Igorevna continues matter-of-factly. "They are used to it being easy for them. Now the economic situation is bad, and they are complaining. But the students live better than we Russians do. I was once going to the auditorium to teach a class and saw one of my students drive by. He was in a Mercedes."

Ernesto does not have a Mercedes. Small, wiry, and dark, with Andean features, he does not hide his bitterness when he describes his experiences at Lumumba, where he studied for four years and from which he graduated last spring with a degree in history. He is still on campus because he needs a string of validations for his diploma. This upsets him, and he complains. "There were no books for me to write my thesis with," he says. He has often felt discrimination during the past four years—not, he says, from his teachers but from other students, especially from the five-year-old campus militia, which ostensibly was created to protect the foreign students but instead harasses them. He complains about the shopkeepers by the Iugo-Zapadnaya station, and about the librarians who are rude to him when he checks out a book, and about everyone else he encounters in his daily life. What Ernesto complains about most, though, is the way he must live. It is subhuman, he says. He urges me to come see for myself the dormitories where foreign students live, and I agree. Rim Aden, a Yemenite woman who is a graduate student of philology, accompanies us.

As we approach the dorm entrance, I

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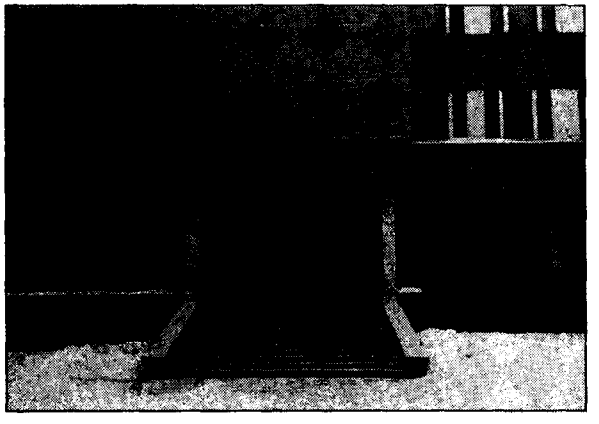
notice rusted bars on some of the windows. Ernesto explains that they belong to the militia prison, "where they throw students who are drunk, or misbehaving. You have to pay to get out, or else wait until they feel like letting you leave."

A sour-faced woman in a reception cubicle stops Ernesto as Rim and I walk into the entry hall.

"No Russian prostitutes in here," she says, pointing to me. Rim doesn't bother her, but my blonde hair makes me suspect. "She is not a prostitute, she is a friend," Ernesto replies. "I am giving her a short tour." It would have been worse for him to tell the receptionist I was a journalist, he says later. The woman protests, but finally turns away and waves us on. We pass a grim-looking cafeteria. A sign above its open door reads "Discotheque," and inside a gray-faced man, whether student or janitor we do not know, idly stares at us. "There are parties here some Fridays," Ernesto says. "The entrance fee is 1,500 rubles." We move on and find ourselves in a cold, cement stairwell. Rim giggles. "I've never been in the men's dorm," she says.

"There are cockroaches and bugs everywhere, and rats big as a cat," Ernesto says. I have visited Russian apartment blocks and know that a faint odor of garbage is typical, but the symphony of stench here is truly remarkable. The odor intensifies as we walk into a long hallway. "Sixty people live

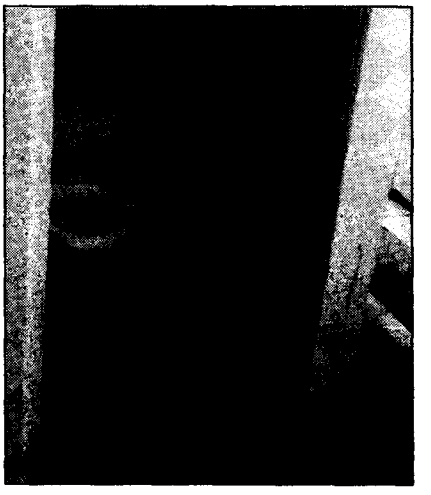


on this floor," Ernesto says. Memo boards are stuck on some doors—these rooms belong to students, with social lives, and messages they can't bear to miss. Every now and then a black student, or an Indian, or an Arab, emerges from a room and heads downstairs. At the end of the corridor is a big, tiled kitchen, where the stove is broken and a trickle of water runs out of the tap. Garbage, jammed into a chute, spills over onto the tiles.

"This is the only kitchen on this floor," Ernesto says. He leads me across the hall, into a rusty row of toilet stalls. Only the last one functions; it is the single working toilet on the floor. There is no handle on it, nor is there toilet paper—though that is far from unusual in Russia today. "We live like animals," Ernesto says.

"We came here with different expectations, and the situation is getting worse all the time," he continues. "We came here because we wanted to learn how to build up our countries. It is hard to get into American or French programs. They won't guarantee a diploma, and they require you to know their language. But the Soviets wanted us. They came to Ecuador, they showed us the way."

Russian citizens at the school say they have tried to help the students, tried to get along with them, but, as Svetlana Igorevna puts it, "Both parties must try. They must first want to be our friends." Some Russian students, such as Yelena, a young woman who wears a purple coat and typical flowered scarf, claim they do not bear ill will against foreigners. "We have good foreign friends, but it's a question of psychology," she says. "It can be hard to get along with them. For example, in my third year here, there was a birthday party for me. Some foreign students came to the party, but they didn't want to stay and talk and be together—they just took a piece of cake and left." Yelena concludes, "The foreigners make friends amongst themselves. In



the classroom, they sit on one side, we sit on the other."

Some Russian students do become friends with the strangers in their midst, but they are the exception. Despite the ongoing lip service paid to the idea of amicable foreign and Russian coexistence (says Gennady Georgievich, "It's totally normal here, and students are friendly to each other. They work, study, chase girls, eat, play sports. Here it's just like everywhere"), African students tell me they are friends with other Africans, Lebanese students say they sit together in the lobby, and Russian students, most of whom live off-campus, say their friends are mostly other Russians.

Every nonwhite student has a tale of horror to tell, either of an incident of blatant discrimination or one of actual violence, often involving the families or friends of Russian girls who have dated nonwhites. Ernesto tells stories about buddies of his who have been stopped and roughed up for no apparent reason by the police—both the campus militia and Moscow patrolmen.

Last August the abuse turned deadly when a Zimbabwean student was fatally shot by the campus militia. Gennady Georgievich says it was an accident. Vladimir Ivanidze, a troubleshooting reporter who often writes about racism in Russia, does not agree. The story he wrote about the incident for *Moscow News* was titled "Run, Negro, Run."

According to Ivanidze, six Zimbabwean students from different Moscow

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WHAT THE STUDENTS RECEIVED WAS NOT REDRESS BUT BLOWS FROM THE BILLY CLUBS OF RIOT POLICE.

institutions had gathered to drink beer and celebrate their national holiday on a warm summer evening at a makeshift pub outside the local shopping center, when the pub manager's dog attacked one of the students. Twenty-three-year-old Gideon Chimusuro fended the dog off with his leg, reportedly prompting a member of the campus militia—also drinking at the pub—to yell at him: "Don't you, black, know that this dog is better than you?" The militiaman, a Russian law student at the university, then shouted at the Africans to go back to their dorms. When they did not leave he struck one student, drew a gun, cocked it, and held it to another student's chest. That student ran, and the others scrambled to join him. As Chimusuro turned to flee, trapped between a table and a bench, the Russian shot him from behind.

Ivanidze's story was denied by the official investigator assigned to the case, who wove a tale of drunken African revelry and animal violence, in which the Russian militiaman emerged as a hero who had been threatened with a bottle by Chimusuro. The student militiaman was transferred to the Moscow State Institute of International Relations, which led Ivanidze to conclude bitterly, "In a couple of years Russia will get one more 'brilliant diplomat.'"

Since Ivanidze's article was published last September, campus legend has twisted the story of the killing beyond recognition. Yelena, for example, insists the shooting was an accident. "If the foreigners drink, break windows, and abuse women, what do you expect the militia to do?" she asks exasperatedly. Svetlana Igorevna, who knows the militiaman who fired the shot, has another theory. "The problem last summer was that many students had nothing to do," she explains. "Usually in August, we send the students to summer camps, but last summer we couldn't afford to do so, so they were stuck here in Moscow with no classes to go to and nothing to do. It really was an abnormal situation. Three months in the summer in Moscow is boring. Of course, it's awful what happened. But...he was drunk. Who's guilty?"

The day Chimusuro was killed, and again a few weeks later, some foreign students apparently decided that, whoever was guilty, it wasn't they. Taking to the streets in protest, they smashed car and shop windows and called upon the government and whoever else would listen to raise their stipends and right their wrongs. What they received was not redress, but blows from the billy clubs of riot police called in to contain the protests. For the time being, the students have abandoned the fight.

The profile of the student population at the former foreigners' university today is altogether different than it was when the university was founded. In its early years, Lumumba students mostly came from foreign countries, but during the Eighties more and more students from throughout the USSR chose to attend the school, drawn by its unchallenging admissions standards, its relative abundance of course offerings, and its growing prestige. Of the 6,500 graduate and undergraduate students currently enrolled, half are Russian: there is not enough room at the selective Moscow State University and the Moscow State Institute for International Relations for all Russians with academic aspirations. "It used to be that, every year, we had maybe six hundred foreigners and four hundred Russian

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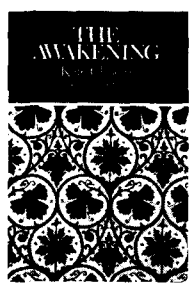

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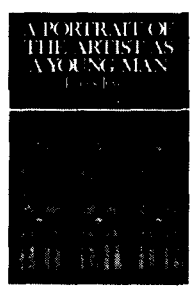

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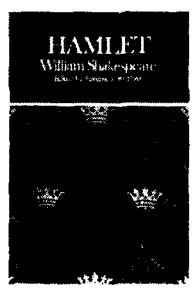

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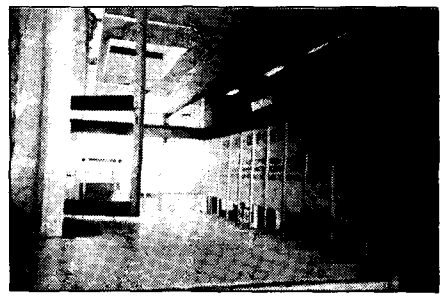
SEDUCED

students," Gennady Georgievich says. "But in the class that entered in 1992, we had more Russians than foreign students—seven hundred Russians and three hundred foreigners. What the ratio will be next year I don't know."

Gennady Georgievich insists that the goals of the university won't change. The school still stands for international friendship—only the first set of friends has been outgrown, and new friends are being courted. "I don't think there will be a time when we don't have for-



eigners here. It is a university for the future," he says.

But what professors imply is that the future will be increasingly less Hispanic, African, and Indian and increasingly more Arab, Japanese, Korean and Western. Last year saw the arrival of the first students from Japan, France, and Germany, and next year Gennady Georgievich hopes there will be students from America who will take advantage of the low fees and excellent language facilities. "If you know any Americans who want to come here and study, tell them to write me a letter saying, 'I want to study at your university. I'm a master in journalism, or mechanical engineering, or whatever. Then we need a medical certificate—of course, people are afraid of AIDS. Then we must have a letter of recommendation, from a university, an institute, the government, an embassy—someone, who will attest that the student..." he pauses, and finishes in English, "is good boy." A dean of the linguistics staff also exhorts Americans to consider the university: "If you in America have people who seriously want to study the Russian language, we're ready for them. You can get degrees here—B.A., M.A., graduate, or postgrad. We have audio-video equipment and computers, we have linguaphone cabinets, and we have thirty years' experience."

In eight years, all of the students who arrived under the aegis of Vladimir Ilyich and the Soviet paradise will have graduated and gone, and if all goes according to plan, their places will be filled by Westerners and Asians, as well as Tajiks and Kazaks, Georgians and Armenians—newly useful as disciples of the idea of Commonwealth unity.

Ernesto Hernandez would like to go home. Students enrolled before 1992 receive a free flight home if they have earned their diploma. But his home is in Ecuador, and the flight is only paid as far as Lima, Peru. "What am I supposed to do? Walk the rest of the way?" he asks. Anyway, he can't even get to Lima until he pays the Russian foreign ministry to validate his diploma and pays his embassy a fee to renew his lapsed passport—an undertaking he fears will cost him the equiv-

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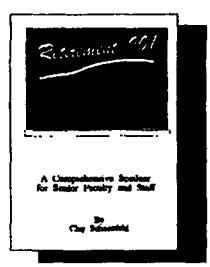

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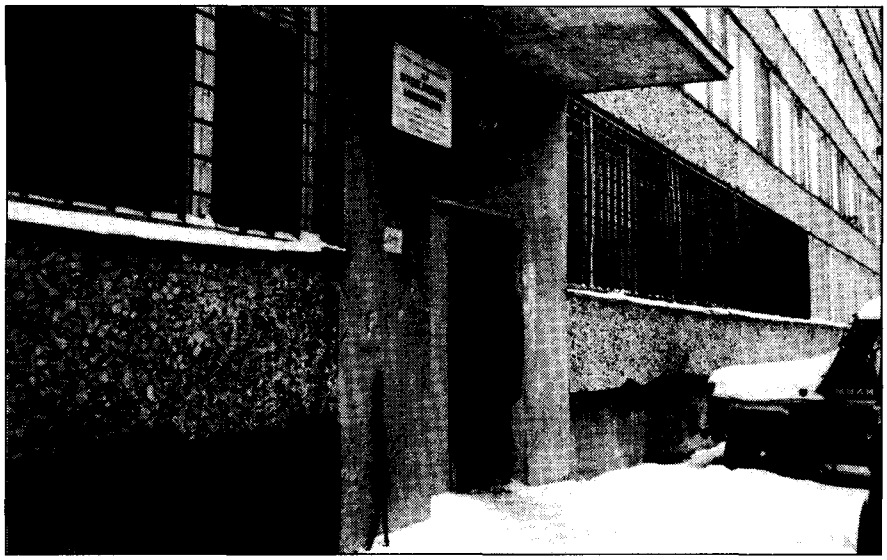


alent of one-hundred-thirty dollars in fees and bribes.

Gennady Georgievich, of course, can't help it. "Passports are not our affair," he says without ill will.

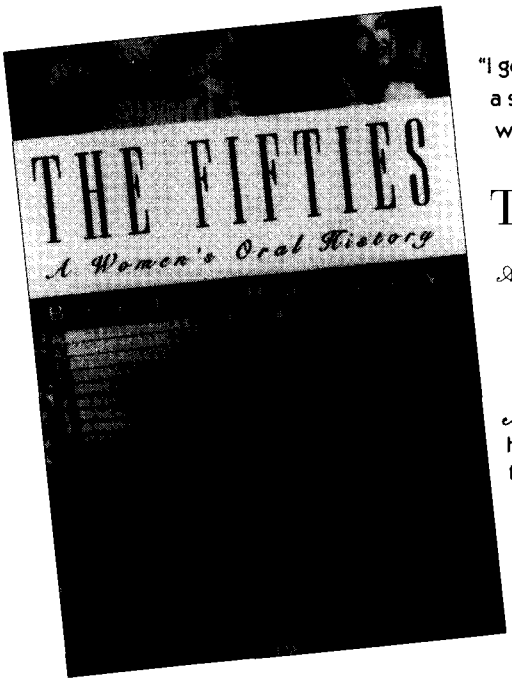
Of the others who came to Lumumba as ideological invitees, it is hard to know how many would leave if they could. Angolan, Lebanese, and Ethiopian students I spoke with profess no desire to decamp. Rim Aden says she will not go back to Yemen because, since she began her studies in Moscow, Islamic fundamentalism has been gaining ground in her country. She says she has no intention of surviving Lumumba only to graduate to a chador: "My mother is used to it, but I will not wear a veil."

Some students inclined to go home do not because they do not want to abandon their studies before they get their degrees. In part, they are holding out for the free airline ticket. But they also fear returning to their own countries worse off than when they left—older, disillusioned, and unemployable.

And those who stick it out will receive a diploma, not from the university in which they enrolled, Patrice Lumumba People's Friendship University, but from a new institution. Last December the university changed its name, dropping all reference to Patrice Lumumba. The brass letters that spelled out the Congolese revolutionary's name at the entrance were wrenched off, and his name remains only on the posters and wall exhibits in the lobby, partially rubbed out. The new name isn't up yet, but it has been announced: Rossiisky, or Russian University.

It is a generic name, and safe—not exotic, not dangerous—and will probably look more acceptable on a western résumé than Patrice Lumumba. Students say the rechristening was simply a "banal" decision. But if they thought harder they might perceive another message. The new name means Russia for the Russians—or at least Russia for those who can pay the Russians for it. ■

Liesl Schillinger, who is on the staff of The New Yorker, *is currently on leave in Moscow.*



"I got married in order to have a sex life. I thought that was why everyone got married."

THE FIFTIES

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Who can resist a kindly 6'3" man with a noble face, extravagantly bushy eyebrows, and the nutty professor's trademark wisps of uncombed white hair? Say he is a philosopher who truly wants you to live the good life and claims he can reason his way out of the malaise of modernity. Say he is also a socialist who has dined with the pope in English, French, and Polish; a Catholic who can enjoy an "intimate" meeting with the Dalai Lama in Dharamshala; a Rhodes Scholar who succeeded Isaiah Berlin as Chichele Professor of Social and Political Theory at Oxford but resigned five years later to return to his native city and work for social and political change. In short, imagine a cross between Socrates, Cincinnatus, and Saint Francis of Assisi.

If such a man exists, why isn't he known and loved by every American? Why hasn't Bill Clinton hugged him on MTV?

Alas, Charles Taylor is Canadian. In his own country he is very famous—a public figure long associated with the tangled politics of Quebec, one of the founders, more than three decades ago, of the New Democratic Party, which today governs three of Canada's ten provinces. As a member of the Conseil de la Langue Française he is an influential adviser to the Quebec government on the fractious matter of linguistic legislation. Last year, in recognition of his contributions to the humanities and social sciences, he was awarded the Prix du Québéc, with a purse of Can$30,000.

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At McGill University, where he teaches philosophy and political theory, Taylor is adored by his students, some of whom are happy to show off a passable imitation of his abrupt, absent-minded gestures and the erratic cadence, fading to mumble, of his classroom performance. His lanky frame and habitual uniform—corduroy pants and ancient polo shirt, even in the dead of the Montreal winter—make him easy to spot as he lopes around campus. His books, whether monumental and perdurable, like *Hegel* (1975) and *Sources of the Self: The Making of the Modern Identity* (1989), or short and blessedly accessible, like *The Ethics of Authenticity* (1991) and *Multiculturalism and "The Politics of Recognition"* (1992), are greeted with solemn reverence by academics on both sides of the border. Moreover, there are emerging signs of crossover appeal. Taylor has been selected to write the volume on multiculturalism for a new Duke University Press series devoted to bringing academic debates to a wider public. *The Ethics of Authenticity* is still selling fast (for an academic book), boosted perhaps by a blurb from Richard Rorty, who numbers Taylor "among the dozen most important philosophers writing today, anywhere in the world." Did Rorty pick a dozen so he himself would make the cut? Is there a hint of American condescension in that last clause, *anywhere in the world?*

Whoever, wherever, it's a safe bet that ten of Rorty's twelve would testify to Taylor's pathbreaking intellectual contribution to the ongoing debate between liberals and communitarians, a debate enlivened these days by communitarian rhetoric issuing from the White House about new covenants and national service. Taylor is all set to mediate: He reveres the ideal of self-fulfillment, that cornerstone of liberal individualism, and all the while urges solidarity and communal action.

Says Benjamin R. Barber, professor of political science and director of the Walt Whitman Center at Rutgers University, "When we get beyond relatively superficial ideological differences—between welfare Democrats and libertarian Republicans, for example—we confront a set of deeper philosophical debates about the nature of the self and the role of the individual in the larger community. And there stands Charles Taylor, master of all he surveys."

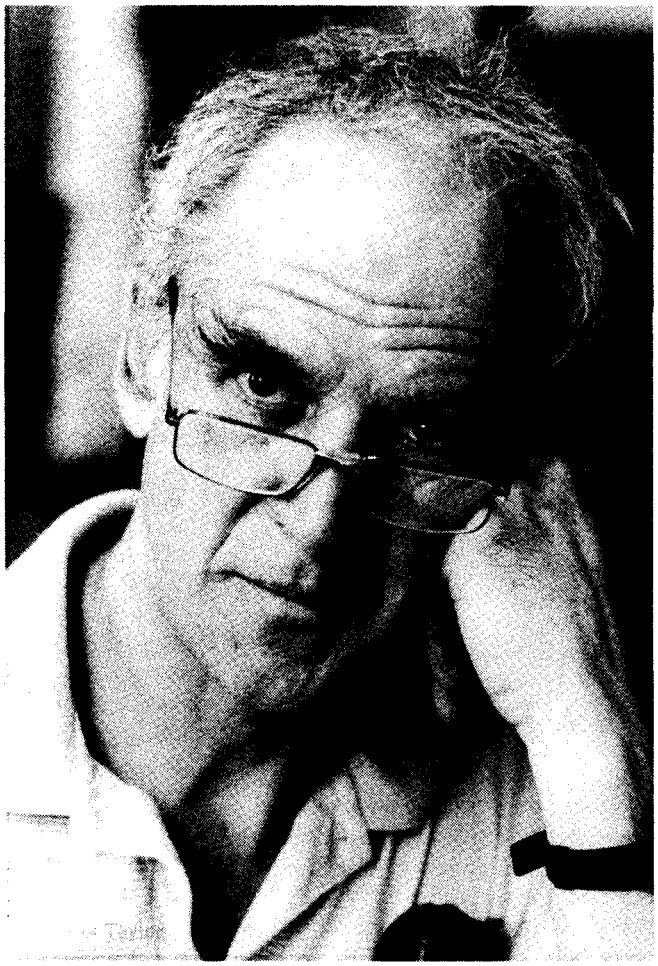

PHOTO BY TED CHURCH

Modesty vies with mischief when Taylor claims that among mainstream philosophers he is a "marginal" figure. "They would call what I do 'fuzzy cultural history,'" he says. His habit of mixing up his work with real world issues seems suspicious to the theoretically inclined (how many philosophy professors run for Parliament—*four times?*); colleagues with a narrow conception of the discipline have been heard to suggest that Taylor rightly belongs in a political science department. Indeed, until very recently, his tenured appointment at McGill *was* in political science, with an adjunct professorship in philosophy. Last year Taylor decided he wanted to teach more philosophy courses, so he set up a temporary swap of his departmental affiliations. That plan fell through this January when McGill's political scientists voted to eject Taylor from their department entirely, a move prompted by the murky mélange of motives typical of an academic squabble—including the widespread sentiment that Taylor's humanistic brand of political theory always belonged in a philosophy department anyway.

Pierre Elliott Trudeau, the former prime minister of Canada, has often said that his friend Taylor should stay out of politics. "He's a much better philosopher than politician," says Trudeau, who defeated Taylor in parliamentary elections in 1965. "And besides," Trudeau adds, "Chuck is a rare light in his field, while we have politicians by the dozen."

Attempts to channel Taylor's activity in one direction or another, to force a choice between contemplation and action, are doomed to failure. He is a working theorist, his politics and his philosophy inextricably intertwined. Can a philosopher embroiled in Canadian politics, a thinker who spends a good part of his time thinking about Quebec, ever sway Americans? Well,

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MENSCH

maybe there are grounds for hope. After all, last year the Toronto Blue Jays proved that a Canadian team could win the World Series.

He avoids the elevator, even though his office is on the ninth floor of Leacock, which I trust is the ugliest building on the McGill campus. As he strides vigorously up the dim concrete stairway, the sixty-one-year-old Taylor lists the elevator's shortcomings: slow, crowded, temperamental—it stops on a whim and reverses direction without warning. These last attributes are the most irksome. Taylor likes to chart his own course.

The first principle of his philosophy coincides with Polonius's chestnut: *Unto thine own self be true.* Taylor is the prophet of "authenticity," a word he borrows from Lionel Trilling to describe what he believes is a powerful moral ideal—"a standard of what we ought to desire." Served up as a bite-size nugget, his ideal sounds perilously close to an egghead's self-help formula. *The Ethics of Authenticity* (which repeats in distilled form one part of the argument of *Sources of the Self*) is sprinkled with gooey terms like "self-fulfillment," "empowerment," "significant other."

If words like these make us squirm it's because the ideal of authenticity has been sadly degraded; Taylor notes with distress the frequency with which critics mistake it for narcissism, self-indulgence, or moral laxity. Authenticity as it ought to be is nothing of the sort. Taylor describes an ideal "peculiar to modern culture," with its origin in the eighteenth-century conception of man as a being endowed with intuitive moral sense—"a voice within," as he puts it. The ideal of authenticity as it has come down to us requires that we listen for this inner voice. "There is a certain way of being human that is *my* way," Taylor writes. "I am called upon to live my life in this way, and not in imitation of anyone else's. But this gives new importance to being true to myself. If I am not, I miss the point of my life, I miss what being human is for *me*." Authenticity properly construed, Taylor says, is "unrepudiable by moderns."

The slogan on Quebec license plates, *Je me souviens* (I remember), might have been picked with Taylor in mind. His method hinges on "retrieval," a kind of intellectual archaeology. In *The Ethics of Authenticity*, for example, he traces the roots of authenticity back to the kinds of individualism pioneered by Descartes and Locke, then forward through Rousseau and Herder. Retrieval allows Taylor to criticize today's debased individualism from the standpoint of its own motivating ideal.

If Taylor's liberalism still sounds a little mushy—civic humanism for the codependent—consider its advantages.

"The predicament," he says, his accent rich with Canadian vowels coasting on a British rumble, "is that we forget why we are where we are. In particular, we forget what drove us into modernity. Our grip on who we are becomes less sure, and so we have a thinner, shallower mode of being." He would have us recognize the "dialogical" nature of our identity (this time he's borrowing from the Russian literary theorist Mikhail Bakhtin). And he would reconnect us with what he calls "horizons of significance"—things beyond the self that matter, such as nature, citizenship, or God.

Retrieval requires historical study (Martha Nussbaum, writing in *The New Republic*, noted the "remarkable scholarship" displayed in *Sources of the Self*), but it doesn't necessarily imply living in the past. "The kind of looking back I'm doing in *Sources*," Taylor says, "is a history of the present, to use that expression that's getting bandied around. It's centered on where we are right now."

Right now we are in Taylor's modest ninth-floor office, crowded by precarious piles of books, papers, and unopened mail. You might think that someone of his eminence—or someone that tall—would be just a little imposing. He's not, mostly because he has jettisoned all formality. This doesn't mean that he talks carelessly; on the contrary, he answers all questions with bright deliberation. I ask whether he should be considered a communitarian. He dismisses the label as a catchall used to lump together critics of "procedural liberalism." A pause. He refolds his limbs; I note with admiration his aquiline nose and copious white sideburns. "Let me try to characterize very quickly the kind of liberalism we're talking about, and then we can see the different kinds of enemies it might have."

As he launches into this project, scratching his elbow at the same time, it's clear that the respect he might arrogate to himself he reserves instead for the ideas under discussion. Those he opposes he handles gingerly, regretfully suggesting superior alternatives. He doesn't persuade, he *reasons*. At the moment he is acknowledging the strong moral basis of procedural liberalism: "It's a rule of right about how we cope with the different ideas about the good life. We cope by being fair and neutral, fairly allotting resources and fairly defending the autonomy of each of these agents to follow out his or her vision of the good." He all but swallows the last of this phrase; I resist the

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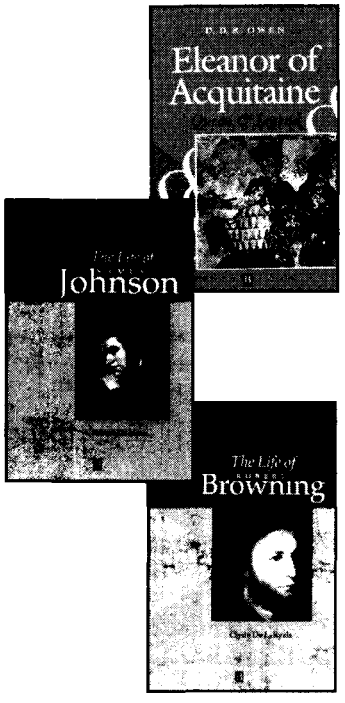
impulse to cup my hand behind my ear. "There are a whole lot of people down on that," he notes apologetically, and then, his voice rising unexpectedly, he proposes his solution: selective neutrality. "It's too schematic to think that for *any* conception of the good the liberal society ought to be agnostic, neutral."

He favors commitment to collective identity—citizenship, nationality—and a participatory mode of political life. These are horizons of significance, which lend meaning to self-fulfillment. We must be true to ourselves and forge our own ideas of the good—but we ought to acknowledge that shared cultural or national identity and the communal goals of active citizenship (staving off ecological disaster, for example) make for better forms of the good.

If this still sounds a little mushy, civic humanism for the codependent, consider the advantages: Taylor has worked out a left liberalism that's friendly to democracy and multiculturalism; suspicious of instrumental reasoning (the cold cost-benefit thinking of technocrats everywhere); and dismissive of "soft" relativism, the pervasive shoulder shrugging induced by doses of epistemological skepticism lite and the subjectivism that blocks us from vigorous commitment to moral ideals.

To follow how his philosophy plays out in the public sphere, it helps to know something about Canada's interminable constitutional debates, a precondition that puts 99 percent of Americans at a crippling disadvantage. In *Multiculturalism and "The Politics of Recognition,"* Taylor dares to illustrate his argument in the context of the Canadian case. His prose is so clear, his exposition so lucid, that he succeeds in making the Québecois demand for a "distinct society" within Canada seem reasonable and just, a matter of "cultural survival." He is keenly aware that collective goals can appear to threaten the rights of individuals who don't happen to share those goals. Consider, for example, the controversial Quebec law that prohibits Francophones from sending their children to English-language schools. Though Taylor admits it was a "tough call," he supported the regulation because it actively promotes the survival of a cultural community. This fits with the flexible model of liberalism he favors. He goes on to make an essential point about how we should judge the relative value of cultures different from our own. We owe all cultures a presumption of worth, he argues, then adds a crucial caveat: "The last thing one wants at this stage from Eurocentered intellectuals is positive judgments on the worth of cultures they have not intensively studied."

Mixed heritage set Taylor on a path to his current position: as an advocate of compromise between federal Canada and separatist Quebec. His father was an Anglophone from Toronto; his mother, Québe-



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coise, from a venerable French Canadian family named Beaubien. (It's hard not to think that his mother's maiden name had some shaping influence on his thought—could any philosopher linked to that name be indifferent to the good?) His sister, Gretta Chambers, a distinguished journalist who became chancellor of McGill in 1991, advises non-Canadians to give up the attempt to understand why Taylor, who is thoroughly bilingual, whose mother's family came to Quebec from France in the 1640s, and who has worked energetically for the preservation of Quebec's cultural heritage, is nonetheless automatically classified as an Anglophone. "That doesn't mean you speak English," Chambers explains. "It's a political term. Everybody's got to be pigeonholed—we're politically paranoid here." The upshot resembles the academic squabble over which department Taylor should belong to: Hardcore separatists resent his ties to the "English-speaking community," while certain Anglophones consider it traitorous to support, as Taylor did, laws designed to make the workplace hospitable to the French language. Uncle!

"He's a much better philosopher than politician," says former prime minister Pierre Trudeau, who defeated him in parliamentary elections.

Perhaps the trouble started in 1952, when Taylor, an undergraduate history major at McGill, won a Rhodes Scholarship and sailed for England. At Oxford's Balliol College, he studied philosophy with Isaiah Berlin and Stuart Hampshire and became friends with Bernard Williams. A prize fellow at All Souls College from 1956 to 1961, he was a founding editor of *Universities and Left Review,* which later became the *New Left Review*. But though his association with All Souls paved the way, he never considered staying in England.

When he returned to Montreal in 1961, Taylor says, the McGill philosophy department found his politics too radical—they declined to offer him a job. But the political science department took him on as an assistant professor. The next year he made his first bid for Parliament. The fledgling New Democratic Party had no chance in Quebec (where the vote was dominated by the conservative and liberal parties) but it had to put forward a candidate in order to establish itself as a national presence. According to Taylor, every time he kicked off a campaign, he knew ahead of time he would lose: "In Quebec, it was mathematically impossible for the NDP to win."

Chambers claims he was "a terrific candidate." Still, it's difficult to imagine Taylor firing up a raucous rally—microphone pinned to his frayed polo shirt, he gingerly pats his thinning white locks and challenges the voter, his voice suddenly inaudible, to read his lips. No—he is not given to sound bites.

"I could never be a popular stump speaker, I never tried to be," he says. "But there are other ways to get your point across. There are all kinds of different voices that voters will relate to and trust. The secret in politics is finding your own voice. If you try to be someone you're not, you do worse." By way of example he points to George Bush.

Taylor certainly has a human touch, a light charm that says *pleased to meet you* but never *I'm eager to please you.* As his sister remarks, "He has intelligence of the heart as well as the head." To signify a gut reaction (for example, his dismay at learning the details of Michel Foucault's Maoist flirtation), he is in the habit of rubbing his hand over his belly while he makes a sour face. The hand gesture, possibly unconscious, hints at an integral nature. Is it too corny to say that Taylor comes across as thoroughly authentic? Despite his sister's accolades, he's not a salesman, which would seem to disqualify him as a winning candidate.

In 1976 Taylor once again left Montreal for Oxford. But if the honor of succeeding Isaiah Berlin as Chichele Professor proved irresistible, so did the tug of patriotism. He returned to Quebec in 1981. "I never thought of staying permanently in England," he says. "I have too much invested here—emotionally, politically, and every other way."

He is not, however, rooted to the spot. Over the past ten years he has taught in the United States at Berkeley and the New School for Social Research, in Frankfurt and in Jerusalem. In February he had just returned from a conference in Hong Kong. And through the Institut Für die Wissenschaften vom Menschen (Institute for the Sciences of Man, a Viennese organization founded in the early 1980s that brings Polish intellectuals to the attention of their Western counterparts), Taylor has found himself a regular visitor to the pope's summer residence, the Castel Gandolfo just south of Rome, where the Institut holds its meetings. John Paul II likes to offer lunch or dinner to select participants, and he organizes these gatherings around a common language. Taylor, who can speak a bit of Polish (his late wife was a Pole), reports that the meals conducted in the supreme pon-

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tiff's native tongue are easily the most stimulating.

Though a practicing Catholic, Taylor explains that his allegiance to the Church of Rome "doesn't exclude learning spiritually from other religions. I guess there are two other traditions I've learned from spiritually: one is Judaism, and Buddhism is the other."

The Jewish influence comes from an Israeli rabbi, David Hartman, who taught philosophy at McGill in the 1960s. Hartman organized a group that would meet in the morning and argue out the Talmud in the manner of the old Yeshiva, and in the afternoon toss around the same ideas in the modern manner.

In October of last year, Taylor traveled to Dharamshala, in the foothills of the Himalayas, with Mind and Life, a group of scientists, most of them American neurophysiologists, who are interested in Buddhism. They met with the Dalai Lama, who is himself interested in the ways Western science can cast light on the Tantric practices of his faith. Taylor was on board as the "bridge facilitator" between the scientists and the high priest of the Lamaists. "We had this fascinating meeting," he recalls. "The theme was 'Sleeping, Dreaming, Dying.' The Dalai Lama—a really extraordinary person—was absolutely enthralled and absorbed by all this talk of REM sleep because a great deal of his yogic practice involves controlling his dreams."

Taylor shows me a picture of the Dalai Lama staring, fascinated, at a man hooked up to an electroencephalograph. Taylor's laugh is a long, drawn-out chuckle.

In early February, Taylor gives the Richard Salisbury Memorial Lecture at McGill. His topic, fitting and timely, is theories of nationalism; he addresses an overflow crowd of some three hundred students and faculty. I expect to hear about the mess in Bosnia and the Quebec quagmire, and I do. But the lecture is a disappointment, an improvisation that doesn't jell, though Taylor seems incapable of shedding his charm.

The thread is uncharacteristically hard to follow. He rambles, he mumbles, he leans against the blackboard and scratches the exposed V of his chest. He picks up the chalk, then puts it back down. He takes his glasses case out of his polo-shirt pocket, puts it down on the table, moves it to another spot on the table.

The basic message is familiar: If we explore the sources of nationalism and uncover the original principles of legitimacy in the ideal of popular sovereignty, we will find we have choices; let's not turn away from nationalism, but rather learn how to do it better, how to avoid the corrupt strains that foster ethnic violence. He rambles, he mumbles.

What happened to the mix of Socrates, Cincinnatus, and Saint Francis? My faith is shaken, but not for

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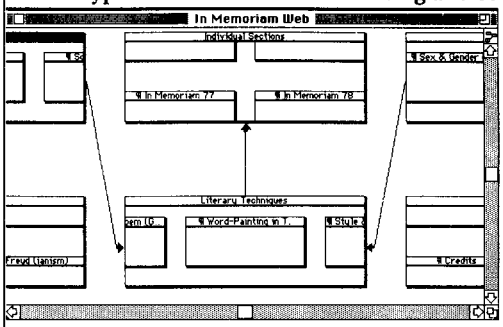

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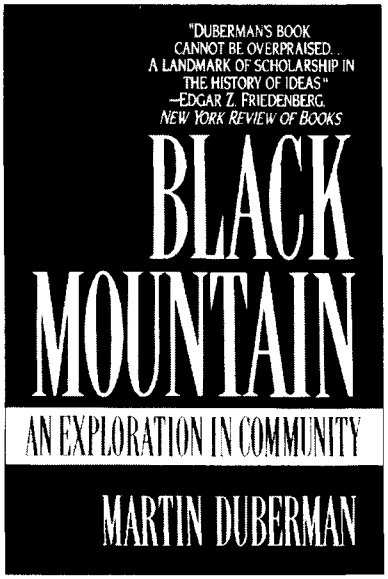
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long. The next day I sit in on his political theory course. Taking up where he left off at the end of the last class, he explains Hegel for an hour and a half to some sixty students, mostly undergraduates, all of whom seem determined to catch every word out of Taylor's mouth.

He talks for about fifteen minutes, purposeful and direct, a man with a mission, a single-minded focus on the business of making accessible Hegel's abundant complexity. But this is hardly a conventional canned lecture. A student raises his hand to ask about the impact of individuals, collected in a majority, on Hegel's vision of history. Taylor responds at once: "It's very important, your raising this issue. I'm going to alter the lecture because it's probably better to take up your question."

This isn't an isolated incident. Ten minutes later comes a second question, then a flurry of raised hands. Taylor answers each student as if, yes, that's the very question that had to be asked just now for us to get at what's really important. It's not a gimmick—he's giving good answers to good questions. Taylor is thinking, and the students want to know what it is he thinks. One asks about Fukiyama and the end of history. Taylor has some rapid-fire fun with retrieval: "Fukiyama is Hegel, strained through Kojève—who invented a completely new theory called Hegel—through Straus's misunderstanding of Kojève, Allan Bloom's not very good understanding of Strauss, and Fukiyama's misunderstanding of Allan Bloom. As kids, did you ever play that broken-telephone game?" Gales of laughter.

He talks as if the class will last forever, then stops short at the end of the period. Hegel is left hanging. "We have to go," says Taylor, and stays right where he is, chatting with a contingent of stragglers while most of the students pack up and leave. The classroom is nearly empty when he smacks his forehead with an open palm. "Oh, no," he exclaims, "I forgot to say, 'Next week, Marx.'"

Adam Begley is a contributing editor of Lingua Franca. *He lives in Hopkinsville, Kentucky.*

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THE NEW PRESS

IT'S HERE, IT'S AUSTERE, GET USED TO IT.

Publishing types are used to tossing aside newly arrived book catalogues with cursory glances, knowing full well how ordinary and predictable most of the offerings will be. When the first New Press catalogue appeared in early 1992, however, book people looked it over with care. The titles it listed were hardly earth-shattering—a volume of interviews on race by Studs Terkel, for example, and more social history by E. P. Thompson. But the interest lay less in what was being published than in the publishing house itself. Industry watchers wanted to know just how the New Press would bill itself. It did so, in unapologetically grandiose terms, as "an independent publisher in the public interest." What really intrigued them about this particular catalogue, though, was that it announced the return of André Schiffrin, the distinguished publisher and editor who had resigned from Pantheon Books two years earlier in a bitter, very public dispute with corporate parent Random House.

André Schiffrin

PHOTO BY PATRICIA SIENER

BY CHRIS GOODRICH

Reviewers, authors, even rival editors hoped against hope—and their better judgment—that with this new venture, Schiffrin really had found publishing's Holy Grail. Maybe at the New Press he had devised a way of producing idiosyncratic, challenging, serious books, books that might at first attract only a few thousand dedicated readers—and do it all without going belly-up.

With just three lists announced to date, it's probably too early to say whether the New Press is going to survive, let alone thrive. But, having sold $2 million worth of books in its first year, the press has exceeded its sales projections, no mean feat considering it was launched in midrecession. And although there has been some backbiting—off the record, though in a particularly nasty piece, *Washington Post* book columnist Jonathan Yardley lambasted Schiffrin's brainchild for "smugness and presump-

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THE NEW PRESS

tion"—the press has enjoyed a warm, if somewhat befuddled, critical reception. Typical was the headline on a *Chicago Tribune* article: NON-PROFIT PUBLISHER IS ONE FOR THE BOOKS: CASTOFF EDITOR STARTS A NEW PRESS WHERE WRITING COMES FIRST.

That's close—sort of. But Schiffrin's aim is actually much more ambitious: nothing less than book publishing's "reconstruction," a word that the Paris-born Schiffrin, well versed in modern Continental philosophy, uses with forethought. He hopes to make his new venture a model house by successfully publishing worthy books of limited commercial appeal, many of them designed to rev up discussion in American classrooms. It's an approach predicated on asking foundations to foot some of the bill, paring overhead to a bare minimum, finding audiences heretofore underserved by existing publishers, and selling titles in unconventional ways. If that sounds a bit like what university presses already do, or perhaps should do, well, to some extent that's true. Indeed, some university press directors think Schiffrin is poaching on their territory—and they resent it (see sidebar). But Schiffrin contends that there is a major gap between commercial house and university press books and says he plans to start filling it with "engaged," popularized volumes that university presses wouldn't touch.

Industry watchers wanted to know just how the New Press would bill itself. It did so in unapologetically grandiose terms.

Few publishers—academic or otherwise—consciously target Asian-American, Hispanic, and African-American readers, whom Schiffrin claims have been "intellectually redlined" by the major publishers, "written off as non book buyers." But the New Press has made a mission of seeking out such

SCHIFFRIN AND THE UNIVERSITY PRESSES—TOO CLOSE FOR COMFORT?

When Sanford G. Thatcher, director of Penn State Press, realized that the New Press was handing out catalogues at last year's meeting of the Association of American University Presses, he was irate. Thatcher's reaction was stronger than most, but it highlights an odd situation: While most commercial presses were glad to see André Schiffrin back in the publishing fray, fighting the good fight for serious, socially relevant books, the university press world was not. Why were Schiffrin's natural allies acting a bit like adversaries, and vice versa? You know the answer: territory.

Schiffrin is in many ways the university presses' worst nightmare. He's smart, of course, but then so are most academic publishers. What he's got, and they generally don't, is market savvy and marquee value. "I think the foundations that funded [the New Press] were, in a sense, sold a bill of goods," says Thatcher (who now wants to piggyback on Schiffrin's success by persuading the very same foundations that supported the New Press to fund a new monthly book review, which would focus on academic works). "There's certainly room for more [serious presses]," Thatcher continues, "but he's duplicating what university presses have been doing for years. I haven't seen anything he's published that a university press couldn't publish just as well."

Sour grapes? Well, yes and no.

Sure, university presses could have published a lot of the books Schiffrin did in the last year—but then again, they didn't. And, sure, university presses might have been able to get more foundation money, if their connections were half as good—but they aren't, because few have cultivated such relationships. To top it off, Schiffrin is a good publisher by any standard, and exceptional by university press standards: He gets his books into the marketplace quickly, knows how to work the media, and has an excellent eye for matching books with audiences. It's true, as Thatcher says, that university presses have been doing more and more small-run serious books in recent years as commercial houses have been doing fewer and fewer, but they've done nothing to merit a monopoly in the area.

On the other hand, it's a little difficult to see the New Press describing itself as a "publisher in the public interest" without having the term "hype" spring to mind, or remembering that such ex cathedra statements often mask self-interested agendas. More problematic are the subsidies (the rent-free office space at Hunter College in Manhattan, for example) that the New Press enjoys, even as it pulls in profits from two high-profile releases: Studs Terkel's best-selling *Race* and Marguerite Duras's *The North China Lover*. (The latter was certainly marketed in breathlessly commerical fashion, the caption in *The New York Times* ad urging "Read the story that the movie *The*

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audiences, with panoramic, documentary-style history books like *Japan at War: An Oral History* and *Exodus Up South: Stories, Studies, and Letters of This Century's African American Migrations* or with timely pop-cultural commentary like *Daughters of the Dust: The Making of an African American Woman's Film*. Even fewer publishers seem willing to court trouble in the hypersensitive school market with unabashedly multiculti titles like *The Truth about Columbus: A Subversively True Poster Book for a Dubiously Celebratory Occasion* as well as a guide for gay adolescents that only recently lost its working title, *Growing up Straight—Not!*

Schiffrin is also intent on showing his former employers at Random House that they made a big mistake when they forced him out for promoting often money-losing, lefty academic books. As Schiffrin sees it, the new breed of conglomerate publishers are too hidebound to be truly innovative in marketing and distribution; too bottom-line oriented to increase the store of ideas in the cultural larder. "I think, clearly, the large firms are the dinosaurs," he says. "I see us as the conservatives and them as the radicals. We're carrying the old values."

André Schiffrin never thought he'd be running a brand-new publishing house at the age of fifty-seven. Sure, he had the right credentials—a bachelor's degree from Yale, and a Clare Fellowship and a master's in history from Cambridge, where he had edited *Granta* when it was still a snooty, student-run literary magazine. The thing was, once ensconced at Pantheon, he thought he'd never have reason to leave. As editor-in-chief and managing director of the Random House imprint for twenty-eight years, he had enjoyed a privileged, and unusually sheltered, position in the book world, insulated from marketplace forces partly by his international reputation, partly by the honor guard of intellectual celebrities—from Noam Chomsky to Simone de Beauvoir—that Pantheon had published, and partly by the fact that annual sales had multiplied by forty—from $500,000 in 1964 to $20 million in 1990—during his tenure. It didn't hurt, either, that Pantheon was practically a Schiffrin dynasty: André's father, Jacques, who smuggled his family out of France after it fell to the Nazis in 1940, joined the firm in 1943, only a year after it was founded. But what André Schiffrin hadn't reckoned with was the hangover from the 1980s.

Lover couldn't tell.") "I would have to question the self-image of a non-profit press publishing overtly commercial books at the apparent expense of not publishing other books," says Jack Shoemaker, formerly editor-in-chief of North Point Press—and now West Coast editor of Pantheon.

One irony of Schiffrin's uneasy relationship with university presses is that he might have been running one of them. Schiffrin was interviewed for the directorship of Harvard University Press in 1990, before the crisis at Pantheon, and at first was intrigued by the possibility. While talking with the search committee, however, Schiffrin says he was "surprised" to find that Harvard was uninterested in his ideas about reaching new audiences in new ways: When he mentioned that the university might do well to get "beyond Harvard Yard"—he cited educational publishing, so as "not to leave Boston to the tender mercies of John Silber"—the notion went over like a lead balloon. Schiffrin says those interviews "reassured me there was a real gap" in the publishing world and that what Harvard wanted was "the opposite of what I wanted to do."

Another irony is that Schiffrin, given his druthers, would cooperate with his competitors. Example: *Free at Last*, a one-volume abridgment of a mammoth, multivolume series of letters written by slaves that Cambridge University Press began bringing out in 1983 under the title *Freedom: A Documentary History of Emancipation*. Schiffrin, who acquired *Free at Last* years ago at Pantheon but had never published it, saw the book as "a case study on how to reach a broader audience." When he learned that Cambridge was planning to issue three essays from the larger series in a separate volume called *Slaves No More*, he suggested that the New Press and Cambridge work together to promote their two books.

As a result, the two presses have held joint readings and a book party at which African-American actors read aloud from letters written by slaves—and at which attendees could purchase both the New Press and Cambridge books. Ira Berlin, co-editor of both volumes and professor of history at the University of Maryland, says "The readings have been kind of thrilling for us—I wouldn't miss one. People are really moved; they cry, get swept up in the words." The New Press has also organized, in conjunction with the local hospital workers' union, a dozen readings from *Free at Last* in New York City hospitals. New Press publicity director Claudia Guerra says she always informs Cambridge about upcoming events for *Free at Last* so it it can sell *Slaves No More* as well.

What does Cambridge think of such cooperation? Not much, apparently. Berlin's editor at Cambridge, Frank Smith, answers reluctantly, in virtual monosyllables, when asked about the New Press abridgment. Berlin notes that Cambridge never acknowledged Pantheon's purchase of *Free at Last*, though it meant a potential publicity boon for the larger series. The average sale of a title in Cambridge's series, he says, is about 1,300; *Free at Last*, published in November 1992, has just about sold out its first printing of 7,500, and will likely go back to press. Berlin is quick to add that his relationship with Cambridge has been just fine—but it's clear, too, which of his publishing experiences has been more rewarding. —C.G.

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THE NEW PRESS

Billionaire S. I. Newhouse bought Random House in 1980 and saw his investment of about $65 million grow to something like $1 billion within six years. By 1989, however, the Reaganaut wave seemed to have crested, and when Random House began losing money, or at best breaking even, Newhouse forced longtime chairman Robert Bernstein to resign. Bernstein's ouster sealed Schiffrin's fate: Within three months the new chairman, former Bantam/Doubleday/Dell CEO Alberto Vitale, told Schiffrin to cut back on the number of books he published annually, apparently because Pantheon titles weren't bringing in enough money for the parent company. Schiffrin refused. Vitale said Schiffrin jumped ship, Schiffrin said he was forced to walk the plank, but it was clear to all that the good ship Pantheon was leaderless and listing.

That was only the beginning of the dispute, however, for Vitale—whom Schiffrin describes today with undiminished acrimony as "a kind of George Grosz caricature"—had failed to account for the enormous loyalty of Schiffrin's supporters. Within days most of Pantheon's other editors resigned in protest, prompting a statement of support signed by 120 prominent writers, from Erica Jong to Elie Wiesel. Schiffrin's departure was deplored in *Le Monde*, was even called, by one out-the-door Pantheon editor, "a crime against culture."

But Schiffrin did not escape blame. Forty Random House editors and publishers signed a statement of their own, saying, in part: "There is no reason why Pantheon shouldn't live by the same fiscal rules as the rest of us...[U]nlike Pantheon, we have preserved our independence and the independence of our authors by supporting the integrity of our publishing programs with fiscal responsibility." (Ironically, one of the signers was hotshot editor Joni Evans, who, in February of this year, suffered a fate much like Schiffrin's: Citing disappointing sales figures, Vitale pulled the plug on Turtle Bay, the boutique publishing house he had put Evans in charge of two years earlier.)

The Random House editors' statement may have reflected a certain schadenfreude, but it also represented a very real frustration with Schiffrin: The man can't seem to help sounding sanctimonious when he describes his battles with publishing's corporate giants, nor implying that other editors produce mostly market-driven fluff. (In an article published in France after he left Pantheon, Schiffrin said of his former Random House colleagues that one could "only wonder what kind of subtle transformation has taken place within their souls that enables them to justify their own careers.")

The New Press has made a mission of seeking out readers Schiffrin says have been "intellectually red-lined" in the past.

Schiffrin argues that his sacking was an instance of marketplace censorship. He says the books he published were just too full of provocative, leftish ideas for Random House to abide. There may be some truth to that. But corporate America usually finds profits more persuasive than ideology. And besides, today's Pantheon, which still publishes highbrow, eccentric work under the leadership of a young African-American editor named Erroll McDonald, can hardly be said to have sold out.

Still, Schiffrin persists in seeing his messy departure from Random House as a morality play, pitting corporate greed against good books, and that point of view has shaped his conception of the New Press. "For years I had an idea for a nonprofit house," he says, noting his exasperation at having to spend most of his time during Vitale's reign figuring out how to sell Pantheon's more commercial titles. "But it never occurred to me that *I* would be involved." When he says he started planning the New Press the day after his resignation from Pantheon, it's no exaggeration.

Schiffrin may have an exalted view of his own mission, but he's certainly right about one thing: The New Press *is* different from other publishers in some obvious and some not-so-obvious ways. Most noticeable, of course, is its nonprofit status, which allows him to produce books without worrying about their selling fewer than 10,000 copies—the minimum number today's commercial publishers say a book must sell the first year before it's considered profitable. And as every academic knows, thousands of good books, hundreds of them significant, will never meet that standard. Schiffrin, who introduced Michel Foucault to the United States in the early 1960s after picking up a copy of *L'Histoire de la Folie* in a Paris bookstore, says Pantheon's Foucault volumes "never sold more than 2,000 copies in hard cover in the first few years," and the same is true for many of the other authors he helped bring to prominence in this country—among them F. R. Leavis, Eric Hobsbawm, E. P. Thompson, and R. D. Laing. The unavoidable, unanswerable question: If Schiffrin had been forced out of Pantheon in, say, 1970, what status would these writers enjoy in the United States now?

When Schiffrin first went, hat in hand, to various liberal foundations, he tried invoking cultural losses caused by the corporatization of book publishing. But the pitch went nowhere until Schiffrin came up with the notion of using public broadcasting as a form of "shorthand" to evoke what the New Press was trying to do, reminding his potential benefactors that in the early days of radio and television, the Federal Communications Commission had required broadcasters to air public service programs. He pointed out that in the 1930s, according to a recent

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biography of William Paley, a whopping 65 percent of CBS radio's air time was devoted to public service. Ultimately, of course, the networks were allowed to abandon that obligation in order to seek greater profits, and PBS emerged to take up the slack. Schiffrin told the foundations that a similar evolution—devolution, perhaps?—was occurring in the book industry, that what America needed was a publisher in the public interest, and that he was the man for the job. The argument proved persuasive. In February of 1991, Colin Campbell, president of the Rockefeller Brothers Fund, organized a meeting with the Twentieth Century Fund at which Schiffrin made his revised New Press pitch; nine of the twelve foundations in attendance, including the Andy Warhol Foundation for the Visual Arts and the John D. and Catherine T. MacArthur Foundation, would eventually give the house several million dollars.

But Schiffrin has marked his break with the New York publishing world in other ways as well: by assembling an unusually multiracial staff, for example, and by setting up shop not in one of the traditional publishing enclaves but in one of the grungiest corners of midtown Manhattan: City University of New York offered him space, gratis, at an underused Hunter College facility within spitting distance of the Port Authority Bus Terminal on West Forty-first Street, and Schiffrin was only too happy to take it. To get to the press, a visitor must walk a virtual gauntlet of homeless people taking shelter in cardboard boxes, thread through gaggles of not particularly friendly-looking neighborhood teens, ride a graffiti-covered elevator whose floor-indicator lights don't work, and avoid getting lost in the factorylike building's myriad linoleum hallways. "I think we spent fifty dollars decorating the office the first year," says the rumpled and characteristically somber Schiffrin, who clearly takes pride in the message sent by the press's self-consciously reduced circumstances.

It's a message central to the press's vision, and it goes directly to Schiffrin's vaunted reconstruction of publishing. "An awful lot of books have to be aborted to pay for those enormous executive salaries and limousines and million-dollar sales conferences," says Schiffrin, who managed to run Pantheon without even hiring a receptionist. "The prestige that used to come from publishing good books now comes from the parties and privileges." (He still finds it irritating that Pantheon was debited with the same overhead costs as other Random House imprints even though he always made a point of keeping its costs down.) With expenses held in check, the New Press can not only publish low-print-run books without losing money but keep prices low as well.

This structural change is crucial, says Schiffrin, because it gives a publisher the ability to reach overlooked audiences. And that, in the end, is probably what's newest about the New Press.

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"At Pantheon we prided ourselves on publishing a great many books on race, on the history of African-Americans, on the social issues facing the country as a whole. But when we published our practical books, almost without thinking about it, we tended to publish for the white middle class," Schiffrin wrote in a rare self-critical moment. "If we published a book on how to help your kids in school, we did so with the Bank Street College down the street in mind, which represented the most enlightened approach to education which we could find, but which again was not addressed to the inner-city population."

Under the New Press structure it's possible, Schiffrin believes, to successfully publish an affordable book targeted at an audience of just a few thousand—even an audience that's been intellectually redlined in the past.

Given that goal, the New Press's three catalogues, with their hip-but-earnest, WPA-ish design, begin to look more all of a piece than they do on first perusal. From the inaugural list, for example, there's *Early Black Photographers: 1840–1940*, a collection of rare photographs from Manhattan's Schomburg Center for Research in Black Culture. It sounds fairly conventional—until you realize it's neither an extensive work of research nor a high-ticket art book but a collection of twenty-three postcards, which, as the catalogue explains, "can be removed and mailed, pinned up, or passed around a classroom." Schiffrin says that "the commercially correct thing would have been to do an expensive coffee table book for the middle class, but that wasn't the signal we wanted to send out." Instead he decided to produce a book that could be priced at under ten dollars, then made a concerted push to get it into bookstores that cater to African-Americans—and sold out its 8,000-copy first printing within a month. More postcard books from other cultural institutions, like the Museum of the City of New York, are in store.

With its second catalogue, the New Press announced a series of readers produced in cooperation with the National Security Archive (NSA), an independent research center in Washington, D.C. The first two titles, *The Cuban Missile Crisis, 1962* and *The Iran-Contra Affair,* are compilations of government documents, many of them obtained under the Freedom of Information Act—but they are reference works with a point of view. The first book challenges, as the catalogue puts it, "the official history of the [missile crisis] as a model of crisis management"; the second is a one-stop-shopping guide to Iran-Contragate, "the most serious constitutional scandal of modern times." Peter Kornbluh, a senior analyst at the NSA and the co-editor of both books, says the arrangement with the New Press was "a relationship made in publishing heaven for us" because it enabled the archive to realize its aim of getting the best documents from its extensive collections into the hands of the general reader—a goal its microfiche publishing program had not achieved. Kornbluh reports having gotten "nibbles" from the academic imprints of commercial houses, but says he didn't even consider approaching university presses with the NSA material because of their generally small print runs and slow turnaround. Without the New Press, he says, "we would not have had the Cuban missile crisis book out in time for the thirtieth anniversary" of the event.

The New Press's third catalogue announced the publication of *May It Please the Court: The Most Significant Oral Arguments Made Before the Supreme Court Since 1955*, a title that speaks for itself—literally, because it's available both as a book and as a set of cassette tapes. The senior editor of the book, Peter Irons, a professor of political science who directs UC San Diego's Earl Warren Bill of Rights Project, didn't even shop the book around. "The New Press was the one and only place I went to," he says. How did such a painless arrangement come about? Schiffrin's extensive ties in the world of progressive politics. Irons was told about the New Press by an executive of the American Civil Liberties Union, which helped fund the Bill of Rights Project and has done other books with Schiffrin. The New Press, says Irons, was "immediately interested in, and

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supportive of," his proposal, apparently unfazed by the difficulties of producing tapes along with a book. And Irons, like Kornbluh, was further reassured by the fact that New Press titles are distributed by W. W. Norton & Co., a publisher that knows how to cater to the educational market.

What these books share is a trait common to many New Press titles—the fact that they are published in cooperation with lesser known, often minority institutions. That's a conscious decision on Schiffrin's part, for such institutions not only provide expertise in a given area at little cost, but command a following that forms a defined readership for the books. Further expertise arrives via the New Press's advisory committees—composed of fifty or so notables, mostly from academe and mostly involved in education—that have already provided the house with a number of book ideas and a number of published volumes, including those in its "Law in Context" series of alternative legal textbooks. Considering Schiffrin's studied outreach, it's no accident that the New Press's colophon is a bridge.

Schiffrin's venture implies that worthwhile books cannot make their way in the marketplace unless they are heavily subsidized.

Does the New Press portend the future of serious book publishing, as Schiffrin dares hope? Maybe—though most publishing types would bet against it for a number of reasons. For one thing, few publishers have Schiffrin's clout or his shrewdness. Any number of respected editors might establish nonprofit publishing houses, but it's difficult to imagine them raising the kind of foundation money Schiffrin has—especially after he's already been to the well. (For that matter, it's also difficult to imagine too many other editors managing immediately to sign up authors of the caliber of Studs Terkel, Marguerite Duras, or the Pulitzer Prize-winning architecture critic Ada Louise Huxtable.)

Then, too, there's an inherent danger in taking money with no intention of paying it back, however much the recipient wants to immunize itself against any possible quid pro quo (which the New Press has tried to do by strictly distinguishing between general, program, and project support). In return for his free office space, Schiffrin is expected to help City University with its occasional publishing ventures; and Colin Campbell makes no bones about the Rockefeller Brothers Fund having helped subsidize the house in part to aid in the publication of foundation research.

Philosophically, though, perhaps the most distressing aspect of Schiffrin's reliance on foundation support is the fatalism that underlies it. Schiffrin's venture may serve to propagate the destructive notion that worthwhile books, like avant-garde opera or obscure dance forms, cannot make their way in the marketplace unless heavily subsidized. It may help validate a vision of the future in which behemoth publishing houses pump out dreck for the masses while a few small ones, operating in the spirit of noblesse oblige, target ever more fragmented audiences.

Funding aside, there are still more reasons for giving the New Press long odds. To start with, there's the legacy of Pantheon. Under Schiffrin, Pantheon books often sounded better in the catalogue than they actually read; too frequently they suffered from trendiness or political predictability. The New Press appears to be breaking that mold to some extent—if only because its books are so unrelentingly serious—but it remains to be seen whether Schiffrin and his committees can continue to be innovative. Moreover, some of the New Press's books are so narrow in subject matter, so worthy-but-dull-sounding, that they are unlikely to attract much review attention. That can put a major strain on the imagination of a marketing department, which must not only find new ways of reaching the intended audience for a title but also, horror of horrors, try to sell the title on its own merits.

Finally, admirers of the old Pantheon bemoan the fact that the New Press isn't some kind of Pantheon II. And in one sense, they are justified: Schiffrin's notion of publishing in the public service no longer seems to include searching out and promoting the next generation of social theorists—and that's a loss. As Jack Shoemaker, editor of the late, much-mourned North Point Press—and now the West Coast editor of Pantheon—says, "I think we can leave it to Aperture to do the postcard books from black archives. What about the black radical writers?"

The list of criticisms is easy to assemble, and likewise easy to expand. Schiffrin can be knocked both for being too commercial (the New Press has already produced a best-seller) and for not being commercial enough (the press relies on foundation money). Still, in the end, there's something heartening about the mere fact of the New Press's existence—a sign that publishing, however compromised by bottom lines and group think, isn't completely ossified. And with his bracingly unfashionable belief in the power of books to change the world, Schiffrin can't be faulted for thinking small. Asked whether the New Press could be called, in business terminology, a "niche" player, he turns the question inside out. "We're not in a niche," he says. "We're on the edge of a precipice of issues and ideas that are not being covered. We'd love competition—there's much more around than we can possibly do."

Chris Goodrich is a contributing editor of Publishers Weekly *and a book columnist for* The Los Angeles Times.

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RESEARCH FILE

DOCUMENTS IN SEARCH OF SCHOLARS

THE ARNOLD ERIC SEVAREID COLLECTION, LIBRARY OF CONGRESS

Combine equal measures of Ralph Waldo Emerson and Indiana Jones, throw in a press pass, and you've got Eric Sevareid, the CBS News legend who died last July. The very mention of his name provokes somber pieties from the top talking heads of print and broadcast news and occasional wryness from cultural commentators of his time (Philip Roth called him "Erect Severehead"). But dismiss such dour press forthwith: Sevareid, as his archival collection confirms, was no Gloomy Gus.

Broad-shouldered and lanky, Sevareid hobnobbed with everybody from Beat poets to heads of state. He led one of those lives journalism students fantasize about (in 1943, for example, while covering the fighting in China, he had to bail out of a malfunctioning airplane and make his way with the other passengers through the jungles of Burma). And he was *funny*. Witness his comparison of Senator Joseph McCarthy to Winnie-the-Pooh hunting for "Communist Woozles." Or his solemn efforts to discover the appeal of "The Rusty Hacksaw Hairdo," the gamine shag that was all the rage in 1954 and that had perhaps, Sevareid mused, "originated in rural sections of the Midwest through careful observation of what a strawstack looks like in August after sufficient forming and shaping by sufficient cattle seeking shade."

Sevareid came to CBS in 1939, and soon became known as one of "Murrow's Boys." A print reporter whose flat Midwestern voice struck dread in the ears of radio executives, Sevareid impressed chiefly with his prose. He proved his journalistic mettle covering the fall of Paris practically up to the minute the German troops arrived. But by the late 1940s, he'd begun to concentrate on analytical essays for radio and television about everything from witch-hunts to, eventually, Watergate, with much of the analysis given over to what one disciple, Dan Rather, calls "disappointment that Americans—especially in government—so often failed to live up to their potential and their heritage of liberty and honor."

Sevareid was an anomaly, one of the only men in network history who could get away with quoting Edmund Burke and Robert Lowell on the boob tube. During his broadcast years, many tried to emulate him, but few succeeded in matching his powers of description and his ability to untangle modern history. His retirement in 1977 brought a decline in the number of Sevareid wannabes: The current widespread belief among news directors that essays are *dull* only shows how much his influence has waned.

Murrow's Boys in Paris, 1939

So who would want to shuffle through the more than 20,000 documents Sevareid left in the Library of Congress's possession? Suggests Marvin Kranz, an American history specialist at the library, "People who are interested in the development of electronic journalism, and also people who are interested in someone who has a literate style in journalism." Or a biographer, perhaps. Although there are several biographies of his colleague Edward R. Murrow, there have been none of Sevareid. (His autobiography, *Not so Wild a Dream*, appeared in 1946.) Nor, according to his widow, Suzanne St. Pierre, is any authorized version forthcoming. "I don't mind waiting," she says. "We want to find the right person: someone who can write well, who won't fawn, but who won't try to tear Eric down."

Many of the papers are

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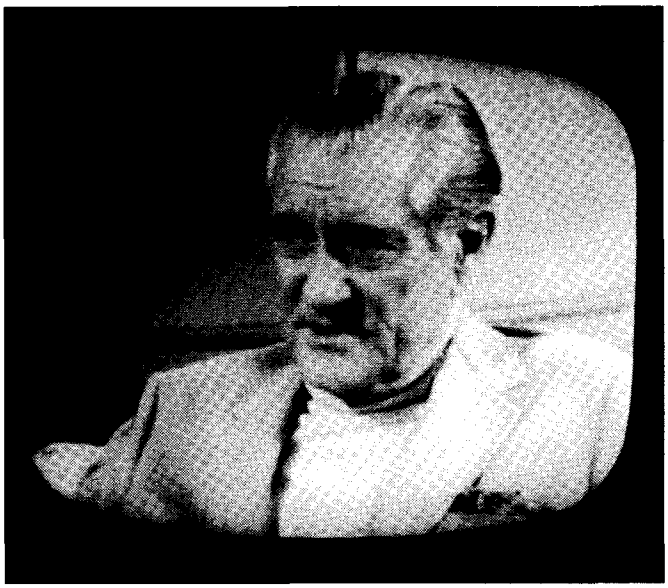
stored outside Washington and must be specially requested before they can be viewed, according to Kranz. But other documents, including Sevareid's wartime radio reports and his correspondence with Adlai Stevenson, are on microfilm and readily accessible to researchers.

The collection is heavy on business correspondence and light on broadcast scripts after the late 1950s. (CBS kept transcripts of most of Sevareid's analyses for the *CBS Evening News* from 1965 on; the Museum of Television & Radio also has a large Sevareid file. According to CBS archivist Bob Tomlin, the network's archive is "probably the largest single collection of anything by Sevareid that was aired.") But the Library of Congress also houses some finds. Sevareid's speeches, delivered at business conferences and on college campuses, convey a more vivid sense of his personal philosophies than do his radio and television essays. And some of his correspondence with his fans is, well, intriguing. To a listener who took issue with his



The boob tube's éminence grise

appraisal of the Venice Biennale of 1958, Sevareid replied, "I think I know the difference between abstract paintings that reveal talent and discipline and those that are done more or less slapdash. Some of the Braque stuff, for example, in the same exhibit was wonderful. Most of the stuff in the American Hall ill-deserved the description 'art.' "

Chastened, the listener wrote back to admit defeat.

The books that Sevareid published were mostly collections or adaptations of periodical or radio journalism (*Canoeing with the Cree; In One Ear; Small Sounds in the Night*). The library has an extensive selection of his magazine articles. In one, a 1959 piece for *Esquire,* Sevareid takes on, of all things, bullfighting: "In nearby Seville, where modern bullfighting was born, an estimated 80 percent of the male population has tried fighting the bulls at one time or another. This makes the crowd in the Seville arena the toughest to please in the whole country. In the whole country an estimated 80 percent (my estimate) of American summer visitors have read Hemingway's *Death in the Afternoon.* This makes us equally authoritative. We are even more impressively expert than the Spanish experts because...there are more adjectives and expletives in English than in Spanish. We are especially positive in the postmortems in the Hotel Miramar barroom after the Malaga fights and have been known to upset two waiters and one and a half trays of dry martinis while demonstrating how the local boy, Manolo Segura, went over the right horn wrong making his kill."

At times Sevareid seems to have been writing an article a week, on top of daily broadcast essays. His admirers can have only one regret: that he didn't put all his eggs in one printed basket, as, say, E. B. White did at *The New Yorker,* to make the much-needed *Gesamtaufgabe* that much easier to publish. —*William Madison*

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Letters

Continued from page 5

A "crank" Roger Babson may have been; "skank" or "most miserable rascal" he was not. If Liza Mundy's dozen consisted of the greatest eccentrics in educational philanthropy, Babson would belong. In addition to gifts to Tufts and some other places for research to control or overcome the force of gravity, he built as part of one of the residence halls at Babson College a basketball-court-size relief map of the United States—and a three-story world globe that turned on its axis once a day. He was so restless in his ambitions for education that he funded not one but three new colleges, two of which—Babson in Massachusetts and Webber in Florida—still exist. Utopia College—funded in 1946 "for people of all ages, sexes, and races" near the geographic center of the United States to ensure a cadre of leaders if the coasts were devastated by atomic war—did not survive.

Roger was a visionary who liked to provoke. He may have been too enthusiastic about harnessing gravity, but progress in fields like space sciences and magnetohydrodynamics comes from scientists who have the same itch. As someone who advocated more fish and vegetables in our diets, attention to soil conservation, the centrality of family structure and education to economic development, the promise of new technologies like the cathode-ray tube, and ways of organizing teaching so that schools could afford to pay good faculty well, he was hardly a social menace. He overweighted heredity when he courted sons and daughters of wealthy investment clients as students for Babson and Webber, but his goal was sound: to build character and make them productive contributors to society and responsible citizens.

Babson does not belong among anyone's "dirty dozen" list. He did not make his money hustling liquor or arms. To the contrary, he twice ran for president on the Prohibition Party ticket and hoped that trade and economic development might help avert World War II. He was not a fascist hatemonger. He favored gifts, like the one he made to promote prenatal health education for young women in his hometown of Gloucester, Massachusetts. As founder of one of the first statistically based investment advisory services, he would have railed as much against Michael Milken and junk bonds in the 1980s as he did against stock market excesses in 1929.

If for the refreshment of higher education we are supposed to treasure individualism, eccentricity, and occasional irascibility within our faculties, some of the same among our donors should not be so casually condemned. Maverick founders like Babson and Andrew Carnegie, with unusual ideas about education but high standards for what should be built, have left positive, not negative legacies. Babson certainly did not corrupt Tufts. If Tufts really had to put up a monument to get a $15,000 grant, look at the bright side: The "gravity stone" has been as good a focus for fraternity pranks and a more forward-looking symbol of academic inquiry than the statues of polar bears, Indians, and mules that donors have funded on other campuses.

William R. Dill, *former president, Babson College*

As an avid reader of *Lingua Franca,* and one who once fondly referred to it as a "chic academic rag" in a letter to *The New York Times Book Review,* I was disappointed by Liza Mundy's seemingly hip but actually somewhat stupid article. Certainly, we can all agree that money makes odd couples and strange bedfellows. But that is no reason to jump on the pseudo investigative-journalism bandwagon. In discussing the involvement of Ed Bass in funding a program at Yale for biospheric studies, Mundy presents herself as part of the none-too-easily-fooled vanguard: "Will Yale end up proselytizing for the Gaia hypothesis? 'Not on your life,' says the school." First of all, is that an exact quote? Secondly, it is a big mistake to use "the Gaia hypothesis" as shorthand for mushy New Age thinking. The hypothesis states that life has regulated mean global temperature, atmospheric chemistry composition, and ocean alkalinity and salinity levels for upward of three billion years; it may prove to be one of the biggest scientific advances of the twentieth century, yet Mundy uses it as if it were

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on a par with the theology of the Moonies. This same bent for pseudo-investigative journalism makes an appearance later in the same paragraph just quoted when Mundy claims that the use of the word "synergism" in Yale's press release is "unnerving" because "the center where Ed Bass is said to have learned the wacky ideas he embraces was called the Synergia Ranch." This is guilt by word association. Far be it from me to protect Bass from claims of wackiness. But I do think a journal of *Lingua Franca*'s caliber should guard against sophistry presenting itself as hard-nosed intellectual undercover work.

Dorion Sagan, *Amherst, Massachusetts*

INTELLECTUALS DÉSENGAGÉS

Paul Elie portrays certain faculty members involved in the recent contract controversy at Bennington ["Et in Arcadia Bennington," March/April 1993] as brilliant, devoted educators whose principal crime seems to have been a naïveté concerning tenure politics and new, crassly urgent demands for publication. While he may have arrived at this simple and familiar view of the put-upon teacher anyway, the nearly complete absence of an alternative, more dry-eyed, view is disturbing and, for many of us, a serious distortion of the issues.

A little digging beyond the circle of sympathy might, for instance, have uncovered the fact that a single self-serving reference to Thorstein Veblen's old exposé of the commercial corruption of academic trusteeship will not do as a characterization of this college's board of trustees. Most of them are alums—recent graduates as well as products of the various "golden ages." They were students of Burke, Auden, Nemerov, Malamud, Noland, Graham; they know very well the difference between credentials and genuine accomplishment, and they value good teaching as the most vital such accomplishment in the college setting. (John Barr is not an alum and is from the world of business, but he too breaks the Veblen mold, being a widely published poet who has been a strong contender for the Walt Whitman Award.)

At least one "intellectual engagé who doesn't let his own literary life take precedence over an eighteen-year-old's"—in Elie's celebratory phrase—has long followed the pattern of arriving on campus late on Monday for the weekly division meeting and departing again for New York early on Wednesday afternoon. The preponderance of courses taught by this individual and by others in the charmed circle are taught once a week to suit their otherwise-engagé schedules—a concern not only of the trustees but also of faculty colleagues. In the words of one of the latter, a distinguished (and productive) figure, "If God had wanted Milton and Shakespeare to be taught to freshmen and sophomores once a week in three-hour dollops, He would have arranged for this to happen at Berkeley and Harvard, also." There is no question that these are bright, talented people, and perhaps they are devoted teachers—they certainly carry themselves like martyrs to the cause—but they ration that devotion with great care.

The picture Elie paints is exactly the reverse of what many of us feel is happening at Bennington, and someone should put that on the record: The trustees, the president, and many faculty members are attempting to strengthen, not abandon, a splendid teaching tradition. One strong piece of evidence for this is the college's forthright correction of the above-mentioned circle's attempt to nullify the rehiring of Edward Hoagland. A faculty committee and the trustees conducted an independent, fair, and exhaustive investigation of the incident. As a member of the board of Vermont's American Civil Liberties Union chapter at the time, I can say with certainty that I and my colleagues with close knowledge of the case agreed fully wlth the committee's conclusions. So did PEN and an impressive array of Hoagland's friends and peers among our leading writers, including John Updike and Philip Roth. The violation of his civil rights may have been inadvertent. It may have been merely a matter of incompetence. But it also conforms to a pattern described not long ago by a very distinguished former faculty member: "They have been driving away their betters for twenty years."

John Swan, *Head Librarian, Bennington College*

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Hawaii, U of	Nguyen, Dieu Thi	Temple U	PA
Houston, U of	Rugeley, Terry	Oklahoma, U of	OK
Illinois, U of	Dennison, Elizabeth	Alaska, Anchrg	AK
Illinois, U of	Ubriaco, Robert	Webster U [NTG]	MO
Illinois, Urbana	Dunn, Elizabeth	Auburn, Montgmry	AL
Illinois, Urbana	Kaminski, Theresa	Wiscnsn, StevensPt	WI
Illinois, Urbana	McDonough, Daniel	Tennessee, Martin	TN
Indiana, Blmngtn	Etcheson, Nicole	South Dakota	SD
Iowa State U	Choate, Jean	Northern Michigan	MI
Iowa, U of	Bonakdarian, M.	South Dakota	SD
Iowa, U of	Liu, Wenxi	Miami U, Oxford	OH
Iowa, U of	Nachison, Beth	Southern CT SU	CT
Johns Hopkins U	Sanchez, Magdalena	NCarolina, Chrltt	NC
Johns Hopkins U	Davis, Robert C.	Ohio State	OH
Johns Hopkins U	Gonzalez, Fernando	Springfield C	MA
Johns Hopkins U	Lessoff, Alan H.	Corpus Christi	TX
Johns Hopkins U	Marion, Rene	South Dakota	SD
Johns Hopkins U	Summers, Carol	Richmond, U of	VA
Kansas State U	Lovett, Christopher	Fort Hays State	KS
Kansas, U of	Crowder, Ralph	Purdue U	IN
Lincoln U	Jungmeyer, Roger	Lincoln U, Jeffersn	MO
Louisiana State U	MIller, Lohr	Auburn, Montgmry	AL
Louisiana State U	Browder, D.	Austin Peay SU	TN
Louisiana State U	Harison, Casey	Southern Indiana	IN
Michigan, AnnArb	Buoye, Thomas	Tulsa, U of	OK
Michigan, AnnArb	Moyer, Ann	UC, SntaBarbara	CA
Michigan, U of	Gaudin, Corinne	Ottawa, U of	CAN
Michigan, U of	Gooden, Rosemary	De Paul U	IL
Michigan, U of	Gorsuch, Anne	Hamilton C	NY
Michigan, U of	Kenney, Padraic	Colorado, Bouldr	CO
Michigan, U of	Lee, Sophia	Cal SU -Haywrd	CA
Michigan, U of	Liu, Tessie	Northwestern U	IL
Michigan, U of	Marcuse, Harold	UC, SntaBarbara	CA
Michigan, U of	McKernan, Anne	Smith C	MA
Michigan, U of	Nelson, Amy	Virginia Poly	VA
Michigan, U of	Vascik, George	Miami U, Oxford	OH
Michigan, U of	Wu, Jane	Du Page, C of	IL
Minnesota, U of	Bergland, Betty	Wiscnsn, RivrsFals	WI
Minnesota, U of	Cahn, Susan	SUNY, Buffalo	NY
Minnesota. U of	Kern, Edmund M.	Lawrence U	WI
Minnesota, U of	McDowell, Winston	Rhodes C	TN
Minnesota, U of	Poska, Allyson	Mary Washington	VA
Minnesota, U of	Shoemaker, Nancy	Texas Christian U	TX
N/A	Applegate, Celia	Rochester, U of	NY
N/A	Carrafiello, Susan	Wright State U	OH
N/A	Kovács, Mária M.	Wiscnsn, Madison	WI

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JOBTRACKS 1992-93

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
N/A	Morgan, Anita	Northern Ill. U	IL
N/A	Murphy, Teresa	Rhode Island	RI
N/A	Poyo, Gerald	Saint Mary's U	TX
N/A	Wawro, G. D. W.	Oakland U	MI
N/A	Wingfield, Nancy	Nevada, Las Vegas	NV
NCarolina, ChplH	Gilmore, Glenda	Queens C	NC
NCarolina, U of	Kalk, Bruce	Southern CT SU	CT
New Hampshire, U of	Marsella, Paul	Salem State C	MA
New Mexico, U of	Pasztor, Suzanne	Wiscnsn, LaCross	WI
New Mexico, U of	Truxillo, Charles	NM Highlands U	NM
New York U	Zboray, Ronald	Georgia State U	GA
Northwestern U	Hall, Timothy	Colgate U	NY
Northwestern U	McKillen, Elizabeth	Maine, U of	ME
Northwestern U	Pach, Chester	Ohio U	OH
Northwestern U	Perkins, Elizabeth A.	Centre C	KY
Ohio State U	Bagchi, Kaushik	Kenyon C	OH
Ohio State U	Grimsley, Mark	Ohio State U	OH
Ohio State U	Heiss, Mary Ann	Kent State U	OH
Ohio State U	Parillo, Mark	Kansas State U	KS
Ohio, U of	Wrobel, David	Hartwick C	NY
Oregon, U of	Rizzo, Tracey	Furman U	SC
Penn, U of	Franklin, Alexandra	Drake U	IA
Penn, U of	Games, Alison	Grinnell C	IA
Penn, U of	Kale, Madhavi	Bryn Mawr C	PA
Penn, U of	Kaye, Joel	Barnard C	NY
Penn, U of	Kerr-Ritchie`, Jeff	Wesleyan U	CT
Penn, U of	MacBain, Bruce	Salem State C	MA
Penn, U of	Mbogoni, Lawrence	Luther C	IA
Penn, U of	Schatzberg, Eric	Wiscnsn, Madison	WI
Penn, U of	Shearer, Ronald	Texas Christian U	TX
Pittsburgh, U of	Leighow, Susan	Shippensburg	PA
Princeton U	Ashton, Charlotte	Rowan C	NJ
Princeton U	Babayan, Kathryn	North Texas, U of	TX
Princeton U	Blair, Ann	UC, Irvine	CA
Princeton U	Blake, Corrine	Rowan C	NJ
Princeton U	Costeguera, Luis	Cleveland State	OH
Princeton U	Coury, Ralph	Fairfield U	CT
Princeton U	Hathaway, Jane	Ohio State	OH
Princeton U	Nirenberg, David	Rice U	TX
Princeton U	Peirce, Leslie	Cornell U	NY
Princeton U	Searing, James	Illinois, Chicago	IL
Princeton U	Tam, Yue-Him	Macalester C	MN
Purdue U	Dong, Zhengkai	Purdue U, North	IN
Purdue U	Hendricks, Wanda	Arizona State U	AZ
Rochester, U of	Chappell, David L.	Arkansas, Faytvl	AR
Rochester, U of	Malvasi, Mark	Randolph-Macon	VA
Rutgers U	Dixon, Joy	British Columbia	CAN
Rutgers U	Galbraith, Gretchen	Grand Valley SU	MI
Rutgers U	Israel, Kali	Michigan, AnnArb	MI
Rutgers U	Moser, Richard	Middle Tennessee	TN
Rutgers U	Norling, Lisa	Minnesota, TwinC	MN
Rutgers U	Weis, Tracey	Millersville U of PA	PA
Salem State C	Sheldon, Norman	Salem State C	MA
SE Louisiana U	Michalnowski, Karen	SE Louisiana U	LA
SE Louisiana U	Vessier, Marilyn	SE Louisiana U	LA
St. Louis U	Brandon-Falcone, J.	NW Missouri S U	MO
Stanford U	Bravman, William	Maryland, CollPk	MD
Stanford U	Chowning, Margaret	UC, Berkeley	CA
Stanford U	Kunath, Robert	Saint Olaf C	MN
Stanford U	Trevino, Roberto	Colorado, ColSpr	CO
Stanford U	Ward, Joseph	Wayne State U	MI
SUNY, Binghmtn	McCartin, Joseph	SUNY, Geneseo	NY
Syracuse U	Wang, Edward	Rowan C	NJ
Tennessee, U of	Lanza, Donald	Greenville [NTG]	SC
Texas Tech U	Walker, Donald	Texas Tech	TX
Texas, U of	Doyle, Judith	Concord C	WV
Texas, U of	Pace, Robert	Longwood C	VA
Texas, U of	Slezkine, Yuri	UC, Berkeley	CA
Tulane U	Davis, Darien	Middlebury C	VT
Tulane U	Kent, Jacquelyn	SUNY, Cortland	NY
Tulane U	Martin, Charles	Texas, El Paso	TX
UC	Okeny, Kenneth	Salem State C	MA
UC, Berkeley	Bhat, Girish	SUNY, Cortland	NY
UC, Berkeley	Boswell, Laird	Wiscnsn, Madison	WI
UC, Berkeley	Confino, Alon	Virginia, U of	VA
UC, Berkeley	Evtuhov, Catherine	Georgetown U	DC
UC, Berkeley	Fontaine, Michelle	Arkansas, LtlRok	AR
UC, Berkeley	Glickman, Lawrence	SCarolina, Colmbia	SC
UC, Berkeley	Haynes, Douglas	UC, Irvine	CA
UC, Berkeley	Jensen, Lionel	Colorado, Denver	CO
UC, Berkeley	Kroen, Sheryl	Pomona C	CA
UC, Berkeley	Lapp, Benjamin	Montclair State C	NJ
UC, Berkeley	Macauley, Melissa	Northwestern U	IL
UC, Berkeley	Malamud, Margaret	New Mexico S U	NM
UC, Berkeley	O'Connor, Maura	Cincinnati, U of	OH
UC, Berkeley	Power, Madelon	New Orleans, U of	LA
UC, Berkeley	Remensnyder, Amy	Pittsburgh, U of	PA
UC, Berkeley	Schafer, Sylvia	Wiscnsn, Milwauk	WI
UC, Berkeley	Sweeney, Regina	Middlebury C	VT
UC, Berkeley	Ullman, Sharon R.	Bryn Mawr C	PA
UC, Berkeley	Wasserstrom, Jeffrey	Indiana, Blmngtn	IN
UC, Berkeley	Weyeneth, Robert	SCarolina, Colmbia	SC
UC, Berkeley	Yanofsky, Ronald	Harvard U	MA
UC, Irvine	Dorsey, Allison	Hamilton C	NY
UC, Irvine	Kennedy, Kathleen	Texas, Dallas	TX
UC, Irvine	Stansburg III, Harry	James Madison	VA
UC, Los Angeles	Arreola, Pablo R.	Saint Michael's C	VT
UC, Los Angeles	Chavalas, Mark	Wiscnsn, LaCross	WI
UC, Los Angeles	Dennis, David	Loyola U, Chicago	IL
UC, Los Angeles	Ellis, Walter	N Dakota, U of	ND
UC, Los Angeles	Lipin, Lawrence	Pacific U	OR
UC, Los Angeles	Pino, Julio	Kent State U	OH
UC, Los Angeles	Tauger, Mark	West Virginia U	WV
UC, Los Angeles	Wakefield, David	Missouri, Columbia	MO
UC, Los Angeles	York, Ann-Marie	Youngstown State	OH
UC, Los Angeles	Young, Terrence G.	Clemson U	SC
UC, Los Angeles	Zuhur, Sherifa	Indiana State U	IN
UC, Riverside	Garcilazo, Jeffrey M.	Utah, U of	UT
UC, Snta Barbara	Huneycutt, Lois	Cal SU -Haywrd	CA
Virginia, U of	Harp, Gillis	Acadia U	CAN
Virginia, U of	Head, Randolph C.	UC, Riverside	CA
Virginia, U of	Litwicki, Ellen	SUNY, Fredonia	NY
Virginia, U of	Renda, Lex	Wiscnsn, Milwauk	WI
Virginia, U of	Wiltenburg, Joy	Rowan C	NJ
Washington U	Crabb, Ann	James Madison	VA
Washington U	Sturtz, Linda	Beloit C	WI
Washington U	Troesken, Werner	Pittsburgh, U of	PA
Washington, U of	Reiff, Janice	UC, Los Angeles	CA
Washington, U of	Sharbach, Sarah	Salisbury State U	MD
West Virginia U	Jenkins, Wilbert	Temple U	PA
William & Mary	Green, Gretchen	Seattle U	WA
William & Mary	Hoffschwelle, Mary	Middle Tennessee	TN
Wiscnsn, Madison	Chambers, Sarah C.	NCarolina, ChplH	NC
Wiscnsn, Madison	Flynn, Maureen	Hobrt&Wm Smith	NY
Wiscnsn, Madison	Pearson, Edward	Franklin&Marshall	PA
Wiscnsn, Madison	Reagan, Leslie	Illinois, Urbana	IL
Wiscnsn, Madison	Tomasek, Kathryn	Wheaton C, MA	MA
Wisconsin, U of	Kripner-Martinez, J.	Haverford C	PA
Wyoming, U of	Welch, Deborah	SUNY, Fredonia	NY
Yale U	French, John	Duke U	NC
Yale U	Gao, Zheng	Christphr Newport	VA
Yale U	Grasso, Christopher	Saint Olaf C	MN
Yale U	Hunter, Judith	Seton Hall U	NJ
Yale U	Johnson, Susan Lee	Michigan, AnnArb	MI
Yale U	Montoya, Maria	Colorado, Bouldr	CO
Yale U	Mooney, Catherine	Virginia Cmnwlth	VA
Yale U	Pabel, Hilmar	Simon Fraser U	CAN
Yale U	Satter, Beryl	Rutgers, Newark	NJ
Yale U	Scobey, David	Michigan, AnnArb	MI
Yale U	Szpilman, Christopher	Old Dominion U	VA

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JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Yale U	Thornton, Tamara	SUNY, Buffalo	NY
(BELG)Ghent	Simons, Walter	Dartmouth C	NH
(BULG)Sofia U	Todorova, Maria	Florida, U of	FL
(CAN)Alberta, U of	Van Luven, Lynne	Carleton U	CAN
(CAN)Alberta, U of	Swyripa, F.A.	Alberta, U of	CAN
(CAN)Brit Columbia	Peterson, Glen	British Columbia	CAN
(CAN)Brit Columbia	Petievich, Carla	Montclair State C	NJ
(CAN)Concordia C	Dorland, Michael	Carleton U	CAN
(CAN)Montréal, U of	Bischoff, Peter	Ottawa, U of	CAN
(CAN)Montréal, U of	Fianu, Janine	Ottawa, U of	CAN
(CAN)Queen's U	Gerrits, Gerut	Acadia U	CAN
(CAN)Queen's U	Marquis, M. Gregory	St Francis Xavier	CAN
(CAN)Toronto, U of	Armstrong, Lawrin	Simon Fraser U	CAN
(CAN)Toronto, U of	Kolbaba, Tia	Colgate U	NY
(CAN)Toronto, U of	Sella, Barbara	Richmond, U of	VA
(CAN)York U	Marks, Lynne	Victoria, U of	CAN
(CAN)York U	McDowell, Stephen	Carleton U	CAN
(FRN)Paris, U of	Ghazzal, Zouhair	Loyola U, Chicago	IL
(FRN)Paris, U of	Carls, Alice-Catherine	Tennessee, Martin	TN
(JPN)Osaka U	Tao, De-Min	Bridgewater S C	MA
(NIG)Lagos, U of	Apena, Adeline	Russell Sage C	NY
(SCT)St. Andrews	Moreira, Isabel	Utah, U of	UT
(UK)Leeds, U of	Wood, Paul	Victoria, U of	CAN
(UK)London Sch Econ	Adelman, Jeremy	Princeton U	NJ
(UK)London Sch Econ	Biddiscombe, Perry	Victoria, U of	CAN
(UK)Oxford U	Hudson, Benjamin	PennsylvaniaState	PA

LANGUAGE & LITERATURES, OTHERS

Boise, U of	Vinz, Ruth	Teachers College	NY
CUNY	Badillo, David	Illinois, Chicago	IL
Florida State U	Short, Larry	Chadron State C	NE
Harvard U	Wu, Yenna	UC, Riverside	CA
Michigan, AnnArb	Ebacher, Colleen	Utah, U of	UT
Minnesota, U of	White, Donna R.	Clemson U	SC
Ohio State	Pinti, Daniel	New Mexico S U	NM
Rutgers U	Whalen, Carmen	Rutgers, N Bruns	NJ
SUNY, Binghmtn	Benavides, Jose	Bemidji State U	MN
SUNY, Buffalo	Flaitz, Jeffra	South Florida	FL
UC, Los Angeles	Irace, Kathleen	New Mexico S U	NM
UC, Los Angeles	Jacobson, David C.	Brown U	RI
Virginia, U of	Schaffer, James	Nebraska Weslyn	NE
Washington, U of	Grove, Leslie	Saint Olaf C	MN
(CAN)Brit Columbia	Yu, Teresa	Smith C	MA
(CAN)Montréal, U of	Castillo Durante, D.	Alberta, U of	CAN
(CAN)Toronto, U of	Lafferty, Maura	Columbia U	NY
(UK)Cambridge U	Williams, Gareth	Columbia U	NY

LINGUISTICS

Ball State U	Chen, Rong	Cal SU -SBrnrdno	CA
Chicago, U of	Klaiman, M. H.	Indiana-Purdue	IN
Florida State U	Myers, Sharon	Texas Tech	TX
Harvard U	Wu, Yuru	Wiscnsn, Milwauk	WI
Hawaii, U of	Henrichsen, Lynn	Brigham Young U	UT
Iowa, U of	Cloud, Dana	Texas, Austin	TX
Iowa, U of	Roethke, Linda	Northwestern U	IL
M I T	Johnson, Kyle B.	UC, Irvine	CA

TRAINED BY	NAME	HIRED BY	
M I T	Lahiri, Utpal	UC, Irvine	CA
Mass, Amherst	Diesing, Molly	Cornell U	NY
Mass, Amherst	Lombardi, Linda	Maryland, CollPk	MD
Mass, Amherst	Zucchi, Alessandro	Illinois, Urbana	IL
Mass, U of	Padgett, Jaye	UC, SantaCruz	CA
Minnesota, U of	Rundquist, Suellen	Saint Cloud State	MN
N/A	Williamson, Janis	Maine, U of	ME
Northeastern U	Isham, William	New Mexico, U of	NM
Ohio State U	Hamlet, Janice	Shippensburg	PA
Ohio U	Mindel, F.	Austin Peay SU	TN
Penn, U of	Boxer, Diana	Florida, U of	FL
Penn, U of	Doughty, Catherine	Georgetown U	DC
Penn, U of	Heycock, Caroline	Yale U	CT
Penn, U of	Zanuttini, Raffaella	Georgetown U	DC
PennsylvaniaState	DeGraff['93], Michel	Michigan, AnnArb	MI
PennsylvaniaState	Douglass, David	Willamette U	OR
Purdue U	Attardo, Salvatore	Youngstown State	OH
Purdue U	McGregor, Karla	Northwestern U	IL
Stanford U	Inkelas, Sharon	UC, Berkeley	CA
Stanford U	Zec, Draga	Cornell U	NY
Texas, Austin	Younes, Munther	Wiscnsn, Milwauk	WI
UC, Berkeley	Buckley, Eugene	Penn, U of	PA
UC, San Diego	van Hoek, Karen	Michigan, AnnArb	MI
Vassar C	Agha, Asif	UC, Los Angeles	CA
Washington, U of	Arteaga, Deborah	Nevada, Las Vegas	NV
(CAN)Manitoba, U of	McRobbie, Zita	Simon Fraser U	CAN
(CAN)McGill U	Libben, G.H.	Alberta, U of	CAN

MIDDLE EAST/AFRICA

Boston C	Brown, Lois	Cornell U	NY
Chicago, U of	Edwards, Lillie J.	Drew U	NJ
Chicago, U of	Redmount, Carol	UC, Berkeley	CA
CUNY	Tate, Gayle	Rutgers, N Bruns	NJ
Harvard U	Brustad, Kristine	William & Mary	VA
Iowa, U of	Moorer, Frank	Iowa State U	IA
New York U	Kaplan, Roger	Ohio State	OH
Penn, U of	Jackson, Sherman	Indiana, Blmngtn	IN
Penn, U of	Krassen, Miles	Oberlin C	OH
SUNY, Albany	Zarfo, Kwasi	York C of Penn	PA
UC, Berkeley	Bernstein, Marc	Michigan, AnnArb	MI
UC, SantaCruz	Zongo, Opportune	Bowling Green S	OH
Union Theological	Chapman, Mark	Fordham U	NY
Yale U	Arnesen, Eric	Illinois, Chicago	IL
(CAN)York U	Brenner, Rachel	Wiscnsn, Madison	WI

MUSIC

Akron, U of	LedBetter, Robert D.	Montana, U of	MT
Alabama, U of	Whitfield, James M.	Gardner-Webb C	NC
Arizona State U	Jackson, H. Keith	NCarolina, ChplH	NC
Arizona, U of	Lyren, Delon	SW Louisiana	LA
Arizona, U of	Marsh, Stephanie	Texas, Tyler	TX
Arizona, U of	Morton, Wyant	Calif. Lutheran U	CA
Arizona, U of	Wilson, Brian	Hartwick C	NY
Boston U	Ding, Shaio-Li	Washburn,Topeka	KS
Bowling Green S	Edgett, Bryan	North Dakota S	ND
Bowling Green S	Reischl, Bridget-Michaele	Lawrence U	WI
Case Western Res	Ball, Wesley	Hope C	MI
Catholic U Amer	Gratto, Sharon	Gettysburg C	PA
Catholic U Amer	Houlahan, Micheal	Millersville U of PA	PA
Chicago, U of	Payne, Thomas	Columbia U	NY
Cincinnati, U of	Gonzalez, Luis	Cal SU -SBrnrdno	CA
Cincinnati, U of	Mackenzie, Kirk	Middlebury C	VT
Cincinnati, U of	Mosher, Allan	Youngstown State	OH
Colorado, Bouldr	Hoch, James	Winona State U	MN

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JOBTRACKS 1992-93

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Colorado, Greeley	White, Christopher	Fort Hays State	KS
Colorado, U of	Wachsmuth, Karen	Randolph-Macon	VA
Coombs C of Music	Hobson-Byrd, Darryl	Texas, Austin	TX
CUNY	Jackson, Timothy	Connecticut C	CT
Dartmouth C	Tellez, Carmen	Indiana, Blmngtn	IN
Eastman Schl	Biggers, Jonathan	SUNY, Binghmtn	NY
Eastman Schl	Cooper, Nancy J.	Montana, U of	MT
Eastman Schl	Sloan, Donald	Ashland C	OH
Eastman Schl	Strain, James	Kansas State U	KS
Florida State U	Dominick, Daniel	Austin C	TX
Florida State U	Tipps, James	Wright State U	OH
Florida State U	Walls, Kimberly	Texas, San Anton	TX
Georgia, U of	Finnie, Jimmy	East Texas S U	TX
Governors S U	Vinyard, Eugene	Springfield C	MA
Hartford, U of	Servant, Gregory	Dalhousie U	CAN
Harvard U	McGrann, Jeremiah	Boston C	MA
Houston, U of	Strieder, Willie	Texas Tech	TX
Illinois, Urbana	Bingham, John	Middle Tennessee	TN
Indiana State U	Grimes, Judith	Elmhurst C	IL
Indiana, Blmngtn	Brunell, David	Tennessee, Knoxvl	TN
Indiana, Blmngtn	Harris, E. Scott	Southern Maine	ME
Indiana U	Cowles, Robert	Hbrt & Wm Smith	NY
Indiana U	Davis, Richard	SW Louisiana	LA
Indiana U	Massinon, F.	Austin Peay SU	TN
Indiana U	Nestler, Eric	North Texas, U of	TX
Indiana U	Pittman, Reginald	Western Carolina	NC
Indiana U	Reimer, Mark	Christphr Newport	VA
Indiana U	Roig-Francoli, Miguel	Northern Ill. U	IL
Indiana U	Schildkret, David	Centre C	KY
Indiana U	Lindeman, Timothy	Guilford C	NC
Iowa, U of	Fast, Susan	McMaster U	CAN
Iowa, U of	Morris, Robert	Macalester C	MN
Iowa, U of	Ziolek, Eric	Cleveland State	OH
Julliard Schl Music	Irek, Shirley	Nebraska, Lincoln	NE
Juillard Schl Music	Salwen, Barry	NCrlina, Wimngtn	NC
Julliard Schl Music	Shaw, Paul	Minnesota, TwinC	MN
Kansas State U	Kellim, Kevin	Washburn,Topeka	KS
Kansas, U of	Clark, Michael	Tennessee Tech	TN
Kent State U	Grim, William	Worcester State C	MA
Louisiana State U	Wray, Ron	Southern Arkansas	AR
Louisiana State U	Guthrie, James	SW Louisiana	LA
Louisiana State U	Hearne, Martin	Cornell College	IA
Louisiana State U	Kinzer, Charles	Longwood C	VA
Maryland, CollPk	Hutchins, Eileen	Andrews U	MI
Maryland, U of	Milligan, Sanders	Winston-Salem	NC
Michigan State U	Jackson, Mark	Centenary C	LA
Michigan State U	Ramey, Maxine J.	Montana, U of	MT
Michigan, U of	Ahlquist, Karen	George Washingtn	DC
Michigan, U of	Hancock, Kyle	Kearney State C	NE
Michigan, U of	Hubbs, Nadine	Wayne State U	MI
Michigan, U of	Kilstofte, Mark Frode	Furman U	SC
Michigan, U of	Wolbers, Mark	Alaska, Anchrg	AK
Minnesota, U of	Doebler, Jeffrey	Valparaiso U	IN
Mississippi, U of	Byrne, Gregory	Auburn U	AL
Missouri, Columbia	Mack, Carolyn	Centrl Missouri S	MO
Missouri, U of	Dahlman, Henry	Wright State U	OH
Mnhtn Schl Music	Anderson, Cynthia	West Virginia U	WV
N Iowa, U of	Hamlin, Peter	Saint Olaf C	MN
N Texas State U	Dzubay, David	Indiana, Blmngtn	IN
N Texas, U of	Dugger, Richard	New Orleans, U of	LA
N/A	Bartley, Linda L.	Wiscnsn, Madison	WI
N/A	Gilman, Douglas	Concord C	WV
N/A	Jensen, Janet L.	Wiscnsn, Madison	WI
N/A	Kreider, Paul	Nevada, Las Vegas	NV
N/A	Paoli, Ken	Du Page, C of	IL
N/A	Snedeker, Jeffrey L.	Central Washington	WA
N/A	Stevens, Karl	Wright State U	OH
N/A	Whitted, Donna	Virginia State U	VA
NCarolina, U of	Cusick, Suzanne G.	Virginia, U of	VA
New England Conserv	Burleson, Geoffrey	Holy Cross, C of	MA
New England Conserv	Giles, Elizabeth	Houghton C	NY
New York U	Laurent, Linda	Central Conn SU	CT
North Texas, U of	Nicholl, Matthew	Western Carolina	NC
N Colorado, U of	Snapp, Patricia	Gustavus Adolph	MN
Northwestern U	Brandolina, Larry J.	Centrl Missouri S	MO
Northwestern U	Bro, Paul	Indiana State U	IN
Northwestern U	Fritts, Susan L.	Montana, U of	MT
Northwestern U	Nicholas, Leslie	James Madison	VA
Northwestern U	Nichols, Margaret E.	Montana, U of	MT
Northwestern U	Ray, Robert	Missouri, StLouis	MO
Ohio State U	Ausmann, Steven	Youngstown State	OH
Ohio State U	Busch, Betty	Oregon State U	OR
Ohio State U	Hamilton, Sarah	SUNY, Fredonia	NY
Ohio State U	Hosler, N. Mark	Clemson U	SC
Peabody Conserv	Goldstein, Howard	Auburn U	AL
Peabody Conserv	Hekmatpanah, Kevin	Middle Tennessee	TN
Peabody Conserv	Shapiro, Daniel	Iowa, U of	IA
Penn, U of	Wagner, Melinda	CUNY, Hunter C	NY
Pittsburgh, U of	Grimes, S.J., Robert	Fordham U	NY
Princeton U	Tan, Su Lian	Middlebury C	VT
Rochester, U of	Hwang-Schweitzer, O.	Eastern Conn SU	CT
Roosevelt U	Paige, Bruno	Michigan, Flint	MI
Rutgers U	Kartman, Stefan	Drake U	IA
S California, U of	Flaherty, Thomas	Pomona C	CA
S California, U of	Grant, Kathleen	Rochester, U of	NY
S California, U of	Larkin, Barry	Iowa State U	IA
S California, U of	Pak, Jung-Ho	UC, Berkeley	CA
S California, U of	Pierson, Karen	Texas, Austin	TX
S Carolina, U of	Entzi, John	NW Missouri S U	MO
S Mississippi	Moore, Thomas E.	North Alabama	AL
SE Oklahoma S U	Martin, Joey	Northeastern S U	OK
Southern Illinois U	Burris, Deborah	Baldwin-Wallace	OH
SUNY, StonyBrk	Dahl, Christina	Lawrence U	WI
SUNY, StonyBrk	Schulenberg, David L.	NCarolina, ChplH	NC
Temple U	Hicks, Wendy	NCarolina, Chrltt	NC
Tennessee, U of	Classen, Andrew	Drake U	IA
Texas, Austin	Brickens, Nathaniel	Missouri, Columbia	MO
Texas, Austin	Buchanan, Donna	New York U	NY
Texas, Austin	Harrell, Ann	Missouri, Columbia	MO
Texas, Austin	Parker, Don	Chadron State C	NE
Texas, Austin	Surdell, Jacob	Luther C	IA
Texas Tech U	Weaver, Noel	Southern Arkansas	AR
UC, Berkeley	Brothers, Thomas	Duke U	NC
UC, Berkeley	Dobbins, Lori	Lafayette C	PA
UC, Berkeley	Kim, Hi Kyung	UC, SantaCruz	CA
UC, Los Angeles	Asai, Susan M	Northeastern U	MA
UC, Los Angeles	Bulow, Harry	NCarolina, Chrltt	NC
UC, SntaBarbara	Mannion, Grace	N Dakota, U of	ND
Virginia, U of	Brown-West, Cheryl	North Dakota S	ND
Washington U	Chave, George	Texas, Arlington	TX
West Virginia U	Mason, Adam	SW Louisiana	LA
Yale U	Christensen, Thomas	Iowa, U of	IA
Yale U	Gannett, Diana	Iowa, U of	IA
Yale U	Horlacher, Gretchen	UC, Riverside	CA
Yale U	McDonald, John	Tufts U	MA
Yale U	Murchison, Gayle	Arkansas, Faytvl	AR
(GER)Musikhochschule	Botr, Christopher	Acadia U	CAN
(SAF)S Africa, U of	Pillay, Jayendran	Middlebury C	VT
(UK)Guildhall	Craioveanu, Mihai	Hope C	MI

ORIENTAL LANGUAGES

Columbia U	Qiu, Peipei	Fordham U	NY
Columbia U	Watt, Yasuko	Indiana, Blmngtn	IN
Cornell U	Klein, Susan	UC, Irvine	CA
Cornell U	Snyder, Wendy	Cal SU - Northrdg	CA

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JOBTRACKS 1992-93

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Cornell U	Xu, Harry Haixin	Reed C	OR
Hawaii, U of	Gabriel, Phillip	Arizona, Tucson	AZ
Illinois, U of	Tasaki, Wakaba	Dickinson C	PA
Illinois, Urbana	Sasaki, Yoshinori	Rhodes C	TN
Indiana U	Choi, Chungmoo	UC, Irvine	CA
Iowa, U of	Bodiford, William	UC, Los Angeles	CA
Michigan, AnnArb	Lo, Yuet Keung	Grinnell C	IA
N/A	Cai [93], Zong-qi	Illinois, Urbana	IL
N/A	Croft, Michiko	Denver, U of	CO
N/A	Harrington, Michael	Carnegie Mellon	PA
N/A	Howell, David	Princeton U	NJ
N/A	Nakao, Seigo	Oakland U	MI
N/A	Nelson, Joshua	Central Washington	WA
N/A	Nishimura, Miwa	American U	DC
N/A	Reardon-Anderson, J.	Georgetown U	DC
N/A	Tajima, Hiroshi	Brown U	RI
N/A	Xiao, Xiaoquan	Northern Ill. U	IL
Ohio State	Hoshino, Takane	Brown U	RI
Ohio State	Tabuse, Motoko	East Michigan U	MI
Ohio State	Takahashi, Etsuke	Kenyon C	OH
Ohio State	Tang, Yangfang	Brigham Young U	UT
Oregon, U of	Inoue, Hiroshi	Mount Holyoke C	MA
Oregon, U of	Liu, Jennifer Li-chia	Indiana, Blmngtn	IN
Penn, U of	Inoue, Fumiko	Augustana C	IL
Princeton U	Li, Wai-Yee	Penn, U of	PA
Princeton U	Mikanagi, Yumiko	Middlebury C	VT
Princeton U	Tam, King-Fai	Utah, U of	UT
Princeton U	Tsin, Michael	Columbia U	NY
Stanford U	Chauncey, Helen	Victoria, U of	CAN
Stanford U	Trumbull, Randolph	Wellesley C	MA
Stanford U	Zhang, Yinhjin	Indiana, Blmngtn	IN
SUNY, Binghmtn	Zhang, Hong	SUNY, Binghmtn	NY
SUNY, Buffalo	Matsui, Machiko	Southern Methodist	TX
UC, Berkeley	Hasegawa, Yoko	Illinois, Urbana	IL
UC, Berkeley	Matsumoto, Yoshiko	Stanford U	CA
UC, Berkeley	Povinelli, Elizabeth	Cornell U	NY
UC, Berkeley	Tai, Eiko	San Francisco SU	CA
UC, Berkeley	Wong, Sunn Shelley	Cornell U	NY
UC, Berkeley	Yu, Hsiao-Jung	UC, SntaBarbara	CA
Washington U	Dundon, Ann	Case Westrn Res	OH
Washington U	Ye, Tan	SCarolina, Colmbia	SC
Washington, U of	Kobayashi, Motoo	Lewis & Clark C	OR
Washington, U of	Simmons, Richard	Middlebury C	VT
Wiscnsn, Madison	Fisher, Cynthia	Gustavus Adolph	MN
Yale U	Fuller, Michael	UC, Irvine	CA
Yale U	Hendriks, Peter	Wiscnsn, Madison	WI
Yale U	Shibayama, Futoshi	Drew U	NJ
Yale U	Washburn, Dennis	Dartmouth C	NH
(AST)Vienna, U of	Bühnemann, Gudrun	Wiscnsn, Madison	WI
(JPN)Ockanomizu U	Mikals-Adachi, Eileen	Bucknell U	PA

PHILOSOPHY

Arizona State U	Blackson, Thomas	Temple U	PA
Arizona, U of	Gill, David	UC, Berkeley	CA
Arizona, U of	Kim, Kihyeon	Oklahoma, U of	OK
Arizona, U of	Shafer-Landau, Russ	Kansas, U of	KS
Boston C	Hance, Allen	Illinois, Urbana	IL
Brown U	Welshon, Robert	Colorado, ColSpr	CO
Chicago, U of	Croskery, Patrick	Virginia Poly	VA
Chicago, U of	Granquist, Mark	Saint Olaf C	MN
Columbia U	Barrett, Jeffrey	UC, Irvine	CA
Columbia U	Wu, Ruey-Yuan	Guilford C	NC
Connecticut, U of	Ni, Peimin	Grand Valley SU	MI
Cornell U	Orser, Mari E.	Western Ontario	CAN
Cornell U	Trout, J.D.	Loyola U, Chicago	IL
CUNY	Balaguer, Mark	Cal SU - L.A.	CA
CUNY Grad Schl	Rhodes, Rosamond	Loyola U, Chicago	IL
DePaul U	Krasemann, Keith	Du Page, C of	IL
Duke U	LaRocque, Michelle	William & Mary	VA
Duke U	Perkins, Ray	Plymouth State	NH
Emory U	Munzel, Gizela F.	Notre Dame, U of	IN
Fordham U	Gurtler, SJ, Gary M.	Boston C	MA
Harvard U	Millgram, Elijah	Princeton U	NJ
Harvard U	Shieh, Sanford	Wesleyan U	CT
Illinois, U of	Hass, Marjorie	Muhlenberg C	PA
Illinois, U of	Smolkin, Doran	Kansas State U	KS
Illinois, U of	Williams, Patricia	Virginia State U	VA
Iowa, U of	Bradshaw, Denny	Texas, Arlington	TX
Johns Hopkins U	O'Brien, Wendell	Morehead State	KY
Johns Hopkins U	Rudolph, Katherine	De Paul U	IL
Kentucky, U of	Wojcik, Jan	Auburn U	AL
M I T	Isaacs, Tracy L.	Western Ontario	CAN
M I T	Jeske, Diane	Iowa, U of	IA
M I T	Page, James	Kansas, U of	KS
Marquette U	Hodge, Janette	Belmont Abbey C	NC
Marquette U	Petrik, James	Ohio U	OH
Mass, Amherst	Haji, Ishtiyaque	Minnesota, Morris	MN
Mass, U of	Lorraine, Tamsin	Swarthmore C	PA
Mass, U of	Sider, Theodore	Rochester, U of	NY
Michigan, U of	Gauthier, Jeff	Portland, U of	OR
Michigan, U of	Richeimer, Joel	Kenyon C	OH
Michigan, U of	Rosati, Connie	Northwestern U	IL
Minnesota, U of	Shelton, LaVerne	Wiscnsn, Madison	WI
N/A	Gates, Gary F.	Brown U	RI
N/A	Juhl, Cory	Texas, Austin	TX
N/A	Markosian, Ned	West Virginia U	WV
N/A	Vihvelin, Kadri	Dalhousie U	CAN
N/A	Werther, David	Northern Ill. U	IL
N/A	Wolf, John William	Georgia, U of	GA
New Mexico, U of	Stauffer, Alice Lee	NM Highlands U	NM
Northwestern U	Ambuel, David	Mary Washington	VA
Northwestern U	DeGreiff, Pablo	SUNY, Buffalo	NY
Northwestern U	McLaren, Margaret	Rollins C	FL
Notre Dame U	Hill, Suzanne	Marquette U	WI
Notre Dame U	Young, William	Knox C	IL
Penn, U of	Morales, Maria	Florida State U	FL
Penn, U of	Morris, Stephen	Central Conn SU	CT
PennsylvaniaState	Alexander, Marlene	Wiscnsn, StevensPt	WI
Pittsburgh, U of	Schmitter, Amy M.	Hamilton C	NY
Pittsburgh, U of	Vogler, Candace A.	Chicago, U of	IL
Princeton U	Downing, Lisa	Yale U	CT
Princeton U	Mann, Wolfgang	Columbia U	NY
Princeton U	Mills, Claudia	Colorado, Bouldr	CO
Princeton U	Rieber, Steven	Georgia State U	GA
Princeton U	Segvic, Heda	UC, SntaBarbara	CA
Purdue U	Wakeman, Elizabeth	Idaho, C of	ID
Rochester, U of	Kneller, Jane	Grinnell C	IA
S California, U of	Brighouse, M. Harry	Wiscnsn, Madison	WI
S California, U of	Sweetman, Brendan	Rockhurst C	MO
St. Louis, U of	Koterski, S.J., Joseph	Fordham U	NY
Stanford U	Hoefer, Carl	UC, Riverside	CA
Stanford U	Jones, Martin	UC, Berkeley	CA
Stanford U	Mancosu, Paolo	Yale U	CT
Stanford U	Neale, Stephen	Princeton U	NJ
Stanford U	Richter, Kent	Du Page, C of	IL
SUNY, Buffalo	Davis, Douglas	Russell Sage C	NY
Syracuse U	Howard-Snyder, F.	Purdue U	IN
Syracuse U	Norcross, Alastair	Southern Methodist	TX
Texas, Austin	Boon, William B.	Clemson U	SC
Texas, U of	Weiss, Dennis	York C of Penn	PA
UC, Berkeley	Ray, Gregory	Florida, U of	FL
UC, Davis	Roy, Tony	Cal SU -SBrnrdno	CA
UC, Irvine	Bickle, Jr., John	East Carolina U	NC
UC, Irvine	Slupik, Christopher	Wiscnsn, Oshksh	WI
UC, Los Angeles	Hoffman, Paul D.	UC, Riverside	CA
Utah, U of	Rozema, David	Kearney State C	NE

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JOBTRACKS 1992-93

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
Vanderbilt U	Clifford, Michael	Mississippi State	MS
Vanderbilt U	McWhorter, Ladelle	Richmond, U of	VA
Vanderbilt U	Parker, Kelly	Grand Valley SU	MI
Vanderbilt U	Weisberger, Andrea	Jacksonville U	FL
Virginia Poly	Chen, Xiang	Calif. Lutheran U	CA
Virginia, U of	Garmon, Steven M.	Fisk U	TN
Wiscnsn, Madison	Cuomo, Christine	Cincinnati, U of	OH
Wisconsin, U of	Horton, Robert C.	Lawrence U	WI
Wisconsin, U of	Savage, Reginald	Virginia Poly	VA
Yale U	Ravizza, Mark	UC, Riverside	CA
Yale U	Sellers, Christopher	New Jersey Tech	NJ
Yale U	Valadez, Jorge	Marquette U	WI
(BULG)Sophia, U of	Datchev, Radoslav	St John's C	MD
(CAN)Alberta, U of	Shanks, Niall	E Tennessee S U	TN
(CAN)Toronto, U of	LeBlanc, Jill	McMaster U	CAN
(CAN)Toronto, U of	McGeer, Victoria	Vanderbilt U	TN
(CAN)Toronto, U of	Talmage, Catherine	British Columbia	CAN
(CZCH)Budapest	Klima, Gyula	Yale U	CT
(FRN)Louvain	Cote, Antoine	Ottawa, U of	CAN
(FRN)Louvain	Eiswert, James	NW Missouri S U	MO
(GER)Frankfurt, U of	Dumas, Denis	Ottawa, U of	CAN
(UK)Exeter, U of	O'Connor, Patricia	CUNY, Queens C	NY
(UK)Oxford U	Broackes, Justin	Brown U	RI
(UK)Oxford U	Lopes, Dominic	Indiana, Kokomo	IN
(UK)Warwick U	McNeill, Will	De Paul U	IL

POLITICAL SCIENCE

Alabama, U of	Clark-Daniels, Carolyn	Iowa State U	IA
American U	Patterson, Patricia	Richmond, U of	VA
Boston C	Tessitore, Aristide	Furman U	SC
Brandeis U	Wingrove, Elizabeth	Reed C	OR
Cal. Tech.	Nagler, Jonathan	UC, Riverside	CA
Carnegie-Mellon U	Canela-Cacho, José	UC, Berkeley	CA
Chicago, U of	Alvarez, Michael	De Paul U	IL
Chicago, U of	Jankowski, Richard	SUNY, Fredonia	NY
Chicago, U of	Johnson, James	Rochester, U of	NY
Chicago, U of	Lee, Jeong-Hwa	Illinois, Chicago	IL
Chicago, U of	Nackenoff, Carol	Swarthmore C	PA
Chicago, U of	Nolt, James	Vanderbilt U	TN
Chicago, U of	Patton, Marcie	Fairfield U	CT
Chicago, U of	Thompson, Norma	Yale U	CT
Colorado State U	Downs, Darrell	Winona State U	MN
Colorado State U	Scheberle, Denise L.	Wiscnsn, GreenB	WI
Colorado, U of	Kelly, Sean	East Carolina U	NC
Columbia U	Gibson, Edward	Michigan, AnnArb	MI
Columbia U	Kaufmann, Chaim	Lehigh U	PA
Columbia U	Nylen, William	John B. Stetson	FL
Columbia U	Ransom, John	Dickinson C	PA
Columbia U	Rosenbluth, Frances	UC, Los Angeles	CA
Columbia U	Shambaugh, George	Smith C	MA
Connecticut, U of	Redden, Thomas	Marlboro C [NTG]	VT
Cornell U	Baglione, Lisa	Saint Joseph's U	PA
Cornell U	Byrnes, Timothy	Colgate U	NY
Cornell U	Johnson, Peter	Columbia U	NY
Cornell U	Kahn, Jonathan	Bard C	NY
Cornell U	Kier, Elizabeth	UC, Berkeley	CA
Denver, U of	Dandavati, Annie	Hope C	MI
Duke U	Agrawal, Arun	Florida, U of	FL
Duke U	Blake, Charles	James Madison	VA
Duke U	Irvin, Cynthia	Kentucky, U of	KY
Duke U	Liberman, Peter	Tulane U	LA
Emory U	Flowers, Julie Allen	Georgia C	GA
Florida State U	Larson, Stephanie	Dickinson C	PA
Florida State U	Emmet, Craig	Texas Tech	TX
Florida State U	Gianakis, Gerosimos	Kent State U	OH
Florida, U of	DeMar, Margaretta	North Dakota S	ND
George Washington U	Huser, Herbert	Rhodes C	TN
Georgetown U	Gordon, Ellen	Wiscnsn, StevensPt	WI
Harvard U	Borrelli, Maryanne	Connecticut C	CT
Harvard U	Christensen, R.	Kansas, U of	KS
Harvard U	Contarino, Michael	Gettysburg C	PA
Harvard U	Dickinson, Matthew	Middlebury C	VT
Harvard U	Dickson, David	Beloit C	WI
Harvard U	Fott, David	Nevada, Las Vegas	NV
Harvard U	Gamm, Gerald	Rochester, U of	NY
Harvard U	Gilligan, Michael	New York U	NY
Harvard U	Mufti, Malik	Tufts U	MA
Harvard U	Pei, Minxin	Princeton U	NJ
Harvard U	Swift, Elaine	Dartmouth C	NH
Hawaii, U of	Jennings, Cheryl L.	Montana, U of	MT
Houston, U of	Stidham, Ronald	Appalachian S U	NC
Houston, U of	Yale, Marilyn	Morehead State	KY
Illinois, U of	Frank, Michael	Knox C	IL
Illinois, Urbana	Oh, Cheol	Arkansas St U	AR
Indiana U	Aistrup, Joseph	Fort Hays State	KS
Indiana U	Coughlan, Elizabeth	Wright State U	OH
Indiana U	Haney, Patrick	Miami U, Oxford	OH
Indiana U	McCormick, John	Indiana-Purdue	IN
Indiana U	Oakerson, Ronald	Houghton C	NY
Iowa, U of	Durr, Robert	Washington U	MO
J Hopkins, Wshngtn	Mitchell, Nancy	Rhodes C	TN
Kansas, Lawrence	Beale, James	Arkansas, LtlRok	AR
Kent State	Waheeduzzaman, M.	Austin Peay SU	TN
Louisiana State U	Wink, Kenneth	Western Carolina	NC
M I T	Bimber, Bruce	UC, SntaBarbara	CA
M I T	Coleman, John	Wiscnsn, Madison	WI
M I T	Levy, Jonah	UC, Berkeley	CA
M I T	Schoch, James	Dartmouth C	NH
M I T	Stanley, William	New Mexico, U of	NM
M I T	Twigg, Judith	Virginia Cmnwlth	VA
Maryland, CollPk	Bailey, Martha	Old Dominion U	VA
Maryland, CollPk	Dolan, Kathleen A.	Toledo, U of	OH
Maryland, CollPk	Fisher, Cathleen	Emory U	GA
Maryland, U of	Cain, Michael J.G.	Mississippi, U of	MS
Maryland, U of	Dombrowski, Peter	Iowa State U	IA
Maryland, U of	Swaminathan, Balu	Seton Hall U	NJ
Mass, U of	Daniels, Cynthia	Rutgers, N Bruns	NJ
Mass, U of	Smith, Preston	Mount Holyoke C	MA
Miami, CoralGabl	Slack, James	New Mexico S U	NM
Michigan, AnnArb	Afary, Janet	Purdue U	IN
Michigan State U	Smith, Renee	Rochester, U of	NY
Michigan, U of	Brzinski, Joanne	Emory U	GA
Michigan, U of	Cohen, Cathy J.	Yale U	CT
Michigan, U of	Lee, Fredrick	Winona State U	MN
Michigan, U of	Sanders, Lynn	Chicago, U of	IL
Michigan, U of	Spinner, Jeff	Nebraska, Lincoln	NE
Michigan, U of	Troxell, Luan	Smith C	MA
Minnesota, U of	Chabot, Dana	Indiana, Blmngtn	IN
Minnesota, U of	Duffy, Diane	Iowa State U	IA
Minnesota, U of	Maltzman, Forrest	George Washingtn	DC
Minnesota, U of	Weldes, Jutta	Kent State U	OH
Missouri, Columbia	Harpool, G. David	Webster U [NTG]	MO
Missouri, U of	Leip, Leslie	James Madison	VA
N/A	Berch, Neil	West Virginia U	WV
N/A	Brudny, Yitshak M.	Yale U	CT
N/A	Busch, Andrew	Denver, U of	CO
N/A	Drew, Allison	Nevada, Las Vegas	NV
N/A	Ginger, James	Saint Mary's U	TX
N/A	Johnson, Scott	Saint John's U	MN
N/A	Todd, Bridget	Texas, El Paso	TX
Nebraska, Lincoln	Moore, Michael	Texas, Arlington	TX
New School	Klausen, Jytte	Brandeis U	MA

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JOBTRACKS 1992-93

JUNIOR HIRINGS, BY DISCIPLINE AND BY GRADUATE TRAINING

TRAINED BY	NAME	HIRED BY	
New York U	Mazur, Amy	Indiana-Purdue	IN
Northwestern U	Samhat, Nayef	Elmhurst C	IL
Notre Dame, U of	Gillespie, Thomas	Seton Hall U	NJ
Notre Dame, U of	Malecha, Gary	Portland, U of	OR
Ohio State U	Breuning, Marijke	Arkansas, Faytvl	AR
Ohio State U	Hey, Jeanne	Miami U, Oxford	OH
Ohio State U	Little, Thomas	Texas, Arlington	TX
Ohio State U	Reed, David	Arkansas St U	AR
Ohio State U	Smithey, Shannon	Pittsburgh, U of	PA
Penn, U of	Drachman, Edward	SUNY, Geneseo	NY
Pittsburgh, U of	Dorsey, Ellen	Georgia State U	GA
Pittsburgh, U of	Harlowe, Elizabeth	Kenyon C	OH
Princeton U	Borges, Jesse	Haverford C	PA
Princeton U	Boyle, S.J., Patrick	Loyola U, Chicago	IL
Princeton U	Dienstag, Joshua F.	Virginia, U of	VA
Princeton U	McMorrow, Marilyn	Georgetown U	DC
Princeton U	Meyers, Peter	Union C	NY
Princeton U	Moore, Wayne	Virginia Poly	VA
Purdue U	KuyKendall, Ronald	Greenville[NTG]	SC
Rice U	Clark, Adrian	James Madison	VA
Rochester, U of	Fedderson, Timothy	Northwestern U	IL
Rochester, U of	Feng, Yi	UC, Riverside	CA
Rochester, U of	Huber, John	Michigan, AnnArb	MI
Rutgers U	Kelly, Elizabeth	De Paul U	IL
Rutgers U	Scracic, Paul	Youngstown State	OH
S California, U of	Saint-Germain, M.	Texas, El Paso	TX
S Illinois U	Rink, John R.	Frostburg State	MD
St Louis U	Miller, William H.	Arkansas, Faytvl	AR
Stanford U	Brysk, Alison	Pomona C	CA
Stanford U	Peceny, Mark	New Mexico, U of	NM
Stanford U	Roberts, Kenneth	New Mexico, U of	NM
Stanford U	Shipan, Charles	Iowa, U of	IA
SUNY, Albany	Cirincione, Carmen	Clemson U	SC
SUNY, Buffalo	Rushbolt, Raymond	St Bonaventure	NY
SUNY, Buffalo	Samuels, Suzanne	Seton Hall U	NJ
Syracuse U	Gorton, Marina	Kalamazoo C	MI
Syracuse U	O'Callaghan, Jerome	SUNY, Cortland	NY
Tennessee, Knoxvl	Hayes, Allison	Tennessee, Chat	TN
Tennessee, U of	Hazlett, Joseph	Minnesota, Morris	MN
Texas A&M U	Steinacker, Annette	Georgetown U	DC
Texas, Austin	Gannon, Renee	Appalachian S U	NC
Texas, Austin	Moon III, Charles D.	Colorado, ColSpr	CO
Texas Tech U	Delehanty, Debbie	Southern Arkansas	AR
Tufts U	Hulme, Derick	Alma College	MI
Tulane U	Schattman, Paul	Bethany C	WV
UC, Berkeley	Boling, Patricia	Purdue U	IN
UC, Berkeley	Cho, Sumi K.	Oregon, U of	OR
UC, Berkeley	Dawson, Jane	Wellesley C	MA
UC, Berkeley	Gilens, Martin	Yale U	CT
UC, Berkeley	Hadwiger, David	New Mexico, U of	NM
UC, Berkeley	Krasno, Jonathan	Princeton U	NJ
UC, Berkeley	Mendez-Reyes, Meta	Swarthmore C	PA
UC, Berkeley	Sandholtz, Wayne	UC, Irvine	CA
UC, Berkeley	Stevens, Jacqueline	Michigan, AnnArb	MI
UC, Los Angeles	Legro, Jeffrey	Minnesota, TwinC	MN
UC, Los Angeles	Pahre, Robert	Michigan, AnnArb	MI
UC, Los Angeles	Weber, Katja	Lehigh U	PA
UC, San Diego	O'Halloran, Sharyn	Columbia U	NY
UC, SntaBarbara	Whitney, Sharon	Luther C	IA
Vanderbilt U	Arbetman, Marina	Tulane U	LA
Virginia, U of	Bookmiller, Kirsten	Millersville U of PA	PA
Virginia, U of	Gerber, Scott	Old Dominion U	VA
Virginia, U of	Graben, Eric	Clemson U	SC
Virginia, U of	Rahman, Katherine	Chatham College	PA
Washington State U	Sussman, Glen	Old Dominion U	VA
Washington State U	Ramsburg, Martha	Wooster, C of	OH
Washington U	Yanner, Keith	Central U of Iowa	IA
Washington, U of	Brown, George	Missouri, Columbia	MO
Washington, U of	Shin, Young-Tae	Montana, U of	MT
Washington, U of	Silverstein, Helena	Lafayette C	PA
Washington, U of	Weeks, Kathi	Fairfield U	CT
Wayne State U	Aronson, David	South Dakota	SD
Wayne State U	Duncan, Christopher	Mississippi State	MS
Wayne State U	Lottie, Adrian	East Michigan U	MI
Wisconsn, Madison	Bickers, Kenneth	Indiana, Blmngtn	IN
Wisconsn, Madison	Kandeh, Jimmy	Richmond, U of	VA
Wisconsn, Madison	McDougal, Stephen	Wisconsn, LaCross	WI
Wisconsn, Madison	Rom, Mark	Georgetown U	DC
Wisconsn, Madison	Roman, Peter	Duquesne U	PA
Yale U	Harmon, Mark	UC, SantaCruz	CA
Yale U	Kannyo, Edward	SUNY, Geneseo	NY
Yale U	Kappelman, Andrew	Princeton U	NJ
Yale U	Kinsella, David	Missouri, Columbia	MO
Yale U	Lytle, Paula	Lewis & Clark C	OR
Yale U	Reeher, Grant	Syracuse U	NY
Yale U	Richards, Diana	Minnesota, TwinC	MN
Yale U	Siaroff, Alan	Brit Columbia	CAN
(CAN)Alberta, U of	Xu, Yi-chong	St Francis Xavier	CAN
(CAN)Brit Columbia	Stewart, D.K.	Alberta	CAN
(CAN)Dalhousie U	Grieve, Malcolm	Acadia U	CAN
(CAN)McGill U	Harvey, Frank	Dalhousie U	CAN
(CAN)Queen's U	Brownsey, Keith	Mt Royal C	CAN
(CAN)Queen's U	Desai, Radhika	Victoria U	CAN
(CAN)Toronto, U of	Heard, Andrew	Simon Fraser U	CAN
(CAN)Toronto, U of	Tazman, Michael	Kenyon C	OH
(CAN)York U	Williams, Michael C.	Southern Maine	ME
(ITL)European U Inst	Viroli, Maurizio	Georgetown U	DC
(ITL)Florence, U of	Mattei, Franco	SUNY, Buffalo	NY
(NOR)Bergen, U of	Skaines, Lars	Oregon, U of	OR
(UK)Durham, U of	Abedin, Najmul	Tuskegee U	AL
(UK)London Sch Econ	Maffett, Clinton	Bethany C	WV
(UK)Oxford U	Arscott, Jane	Dalhousie U	CAN
(UK)Oxford U	Brint, Michael	Kenyon C	OH

RELIGION

Angelicum U	Holmes, Paul	Seton Hall U	NJ
Boston U	Parr, Christopher	Webster U [NTG]	MO
Cambridge U	Galbraith, Elizabeth	Coe C	IA
Chicago, U of	Bantly, Francisca	Georgetown U	DC
Chicago, U of	Clay, J. Eugene	Arizona State U	AZ
Chicago, U of	Deming, Will	Portland, U of	OR
Chicago, U of	Dixon, Sandra	Denver, U of	CO
Chicago, U of	Traina, Christina	Northwestern U	IL
Chicago, U of	Waller, Kathleen	Saint Xavier C	IL
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Colorado, U of	Salas-Elorza, Jesus	De Paul U	IL
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